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AUTHOR Gribben, Tony; Krissler, Dietmar

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ABSTRACT

This situational analysis on vocational education and training in Kosovo provides an assessment of the key issues on that topic before the postwar rebuilding effort starts and also identifies short-term priorities, points to medium and long-term requirements, and recommends measures for the short-term that can be considered and carried out by the European Agency for Reconstruction. Sections are entitled "Introduction," "Objective," "General Education," "Labor Market Reform and Training," "Management Training," "Higher Education," and "Conclusion and Followup."The following items are appended: (1) lists of contacts in various education and training sectors; (2) a description of the information and computer science library network project; (3)construction and local development proposals; (4) a draft concept note; (5) cost estimates of recommended education and training measures; and (6) a February 2002 paper "A Strategy for Vocational Training. Supporting the Unemployed and Job-Seekers in Kosovo: Enhancing Employability" from the United Nations Mission in Kosovo Transitional Department of Labour and Social Welfare. (MN)

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EUROPEAN COMMISSION
Task Force Kosovo

Education and training in Kosovo: situational analysis and pre-programming paper

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PREFACE

This paper has been compiled by the European Task Force for the Reconstruction of Kosovo. It serves two purposes.

Firstly, it provides an assessment of the key issues for education and training in Kosovo as a post-war rebuilding effort gets underway.

Secondly, it identifies a number of priorities for the education and training sector to be addressed in the short term, with pointers as to medium and long term requirements. Recommendations are made for a range of measures to be supported in the short-term.

As the Task Force operations conclude in February 2000 the paper is timely in that it provides the European Agency for Reconstruction with an assessment of the challenges and constraints for education and training in Kosovo and issues to be considered for the 2000 progamming exercise.

The paper has been drawn up by Tony Gribben on secondment from the European Training Foundation (education, labour market training and management training) and Dietmar Krissler (higher education and research).

Prishtina, 5th February 2000

1. INTRODUCTION

The cessation of conflict in Kosovo in June 1999 was followed by an immediate mobilisation of international concern and support for the reconstruction of Kosovo. In July 1999 the European Union established a Task Force to coordinate its post-war recovery effort on the ground and established an Agency for the Reconstruction of Kosovo which begins operations in February 2000.

The cumulative effect of the Serb campaign in 1999 and the 10 years of economic and cultural oppression by Belgrade are strikingly visible in terms of infrastructure, administration, environment, utilities, education, social services provision and the economy.

A number of factors set the context and challenge for post-war reconstruction and decade of under-investment in addition to first efforts in establishing a market economy:

- strong youth demographic profile - education/training provision under-developed;
- lack of entrepreneurial culture;
- poor public administration (municipal);
- industry – large, labour intensive and inefficient;
- large rural population reliant on subsistence agriculture;
- non existent technology base, lack of innovation;
- poor infrastructure: transport, housing, utilities;
- 74% unemployment [1];
- poor social and health services;
- poor environment factors – water, industry pollution, waste management.

It is against this background that first steps are being taken to reform, develop and modernise education and training in Kosovo. This paper provides an overview of the main challenges and constraints for the education and training sector with particular reference to

- primary and secondary education,
- vocational and continuing training,
- management training and
- higher education and research.

The paper identifies urgent priorities to be addressed and which will require immediate financial support. It also makes reference to factors which will need to be addressed in the medium to long term.

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[1] Given destruction of public records and shifts in population in Kosovo, statistics for unemployment are not reliable and can vary. A recent study puts the figure at 74%: War Consequencs on Family Economies and Businesses – survey report. Riinvest, Prishtina. (December, 1999).

The contents, conclusions and recommendations of the paper are based on intensive exercise in intelligence build-up, dialogue and consultation with key stakeholders in Kosovar education all levels[2] (school, municipalities, central administration), employment authorities (local, central), social partner organisations, the UNMIK interim administration and donor interest parties with a permanent presence in Kosovo.

It is important to highlight that lack of statistical and other data makes the task of quantifying problems and trends a difficult one. This factor confronts all agencies involved in the reconstruction effort. On the other hand, cross-referencing of information, data available, hypotheses and impressions with the range of stakeholders involved in education and training in Kosovo has been valuable in compiling this paper and provides a good basis for the reports findings and recommendations.

2. OBJECTIVE

The objective of the paper is to two-fold:

a) to provide the European Agency for Reconstruction with a detailed hand-over document on the education and training sector as the Task Force operations wind-down, and

b) to identify a number of priorities to be addressed in the education and training sector which can be brought forward by the European Agency for Reconstruction for its dialogue and planning for EU support for Kosovo in 2000.

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[2] By very nature of the community division scenario in Kosovo, it has been virtually impossible to engage Kosovar Serbs into the consultation exercise in fact-finding and elaboration of the ideas contained in this paper. This however should not detract from the wider picture. This issue is addressed at para 3.2.4.

3. GENERAL EDUCATION

1. Context

A review of the history of education developments in Kosovo highlights how education has been a barometer of community tension, division and conflict well before 1989[3]. Through the years, education has been inextricably linked to the wider framework of political relations, identity and control between Kosovo and its Federal neighbours, particularly Serbia. Until 1990, Kosovo enjoyed considerable autonomy in all aspects of education including contents of curriculum, legislation, education institutions, finance etc.

With deteriorating Serb-Albanian relations in the 1980's, Belgrade introduced direct rule, abolishing the political autonomy of Kosovo, including its control on education. Severe measures followed including the firing of scores of Albanian teachers and school principals to be replaced with Serb counterparts. Legislation was eventually passed banning the delivery of education in anything other than the Serbian language. Segregation had been institutionalised. Albanians were refused entry to Pristina University and learning materials in the Albanian language were destroyed. In response, the Albanian community established its own "parallel" education system at all levels: primary, secondary and university.

The remarkable thing is that the parallel system was able to survive and for such a lengthy period. Relying on local 'parallel' taxes, donations from the diaspora and a commitment of teachers and administrators, education - from primary to university level - was delivered between 1991-1999 in a range of settings (family homes, cellars, garages). Aside from large numbers of school drop-outs, questions of quality and standards, motivation of pupils and staff etc. the parallel education system became a symbol of self-determination and those associated with the delivery of education were hailed as heroes. And here lies the crux of the matter. Perhaps, more than anywhere else in the region, education for the majority in Kosovo represents pride and identity, perseverance and achievement and ultimately community division.

In brief, education is a politically sensitive sector. This factor needs to be borne in mind by the international organisations including the European Agency for Reconstruction, and wider donor community in their rebuilding and development programmes.

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[3] A good summary of education in Kosovo since the creation of Yugoslav Federation is provided in the World Bank's paper presented to the Donors' meeting in November 1999.

2. Priorities for education

2.1 *Buildings and material conditions*

The legacy of the war and more than a decade of little or no capital investment is a large-scale re-building and refurbishment programme for schools, training centres and the university including replacement of damaged and stolen equipment.

Following a number of consultations and discussions with a broad range of stakeholders in Kosovo education[4] a primary conclusion is that the "soft" reform and modernisation of education (policy, curriculum, teacher training etc.) cannot seriously be addressed until the material conditions of schools are brought up to a level to ensure a satisfactory delivery of education. The issue here is not luxury. Rather, the creation of conditions which assure that education can be provided with a minimum of comfort and respecting internationally defined health and safety standards.

Significant efforts have been made in correcting the situation by the international organisations with attention being paid particularly to war-damaged buildings. At present, a number of schools falling under damage categories II, III, IV[5] are being supported by ECHO (120), UNHCR (96) and UNICEF (48) through a network of international NGOs. On top of this, the Japanese Government has indicated that it would support the rebuilding of all schools which have been completely destroyed[6] to a value of approximately $10 million[7]. Additional support would be provided for the improvement of water and sanitation conditions within schools.

In addition, TAFKO is directly supporting a number of refurbishment and infrastructure improvement measures at the university:

- Faculty of Architecture (roof repair works)
- Faculty of Law (sanitation facilities)
- Student Dormitory (windows and doors; sanitation facilities)
- Student Canteen (heating and air-condition system)
- Faculty of Chemistry (windows and ventilation system)
- Faculty of Arts (repair works of the building construction, etc.)

The project's second phase is subject to a Commission Decision on the overall project and the budget reallocation as well as the approval of the OBNOVA

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4 E.g. municipal education authorities, trade unions, school directors and staff, international organisations – UNHCR, UNICEF, and foreign government representations etc.

5 IMG damage categorisation: I (5-20%), II (20-40%), III (40-60%), IV (over 60% and considered beyond repair). UNHCR has a different classification for war damage where 132 schools assessed as category 5 – completely destroyed.

6 A primary issue for the Japanese government was visibility and this offer would clearly attract significant political points in the international arena.

7 A Japanese delegation was visiting Kosovo last week of January 2000. Final decisions on commitments will be subject to the conclusions of the mission.

Management Committee. The overall TAFKO budget for University reconstruction is €4.4 million.

However, what is missing in the school refurbishment effort is a single information and coordination system to pin-point needs, plan, track donor interest/rebuilding effort, and wider monitoring and evaluation of works on-going or completed.

A significant amount of information already exists on the status of school infrastructure. IMG has established a comprehensive database on public buildings damaged during the conflict, including schools. The conclusion of the assessment is that school rebuilding costs would be approximately €20,224,000. What this does not include is detail and costs for repairs unrelated to war damage which have accumulated over the last decade and as a direct consequence of lack of capital investment in this period.

UNICEF maintains a parallel database on all schools which are being repaired which is kept up to date on all developments and improvements by school. A merging of the IMG and UNICEF data (if technically possible) would go some way to establishing a common data base.

2.2 *Recommendations for education rebuilding and refurbishment*

A pre-condition for the effective reform and modernisation of education in Kosovo will be a concerted effort to bring its buildings and infrastructure (primary, secondary, university) up to an acceptable standard for all those with a stake in education: children, young people, teachers, parents and wider society. This could be achieved by the following measures:

a) a full-time coordinator should be assigned to the school rebuilding operation to bring order to information, planning, establishing rebuilding priorities and sign-posting these priorities to donors (international, NGOs). This work could be undertaken within the UNMIK Joint Administration (Education and Science Department [8]) or as part of a wider master plan for refurbishment of public buildings. A coordinating partner in the UNMIK regional offices should update the central officer on all developments at least on a monthly basis. This will ensure that no schools fall through the net.

b) an education rebuilding and refurbishment strategy[9] (coordinated at central level with UNMIK regional inputs) should be drawn up to include:

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[8] The Education and Science Department is grossly understaffed to effectively accomplish its mission. If personnel cannot be appointed to the task, a donor organisation could second a member of staff for the time period required to fulfil the tasks. The person appointed would need to have the necessary skills to coordinate, plan and advise on a logistically difficult dossier.

[9] TAFKO proposed this approach to UNMIK and recommended that a working party be established within or parallel to an education reform initiative underway (DESK). See section 2.3 below.

- completion of data for refurbishment of schools not directly affected by the conflict;
- decision by UNMIK Joint Administration as to viability of investing in schools with due reference to demographic changes since the war, school capacity etc.
- operational plan (priorities, actors involved, responsibilities and commitments, timeframes) ;
- a league table established with costs by school, municipality, region of remaining rebuilding and refurbishments required;
- call for a mini-donors meeting to present schools' material needs plan and get commitments to finalise the rebuilding/refurbishment by municipality/region;
- A managed refurbishment and rebuilding exercise put in motion at central level, with priorities and targets established;
- A regular and consistent flow of data on refurbishments/rebuilding achievements to all donors highlighting remaining needs and gaps with negotiation on structures still requiring donor support.

Whether the schools' rebuilding and refurbishment exercise is addressed in a more strategic way or not, the European Agency for Reconstruction should consider financing the operation in whole or in part. It is expected that ECHO will continue to provide support to schools. Whether this is to be considered as a strictly humanitarian operation or not is another issue.

It is recommended that the refurbishment efforts already underway at the University of Prishtina and supported by the European Commission should be followed up by a second phase of investment. A draft budget has been drawn up by the contractor (IMG) providing the present refurbishment services. This amounts to approximately € 8 million. This will complete the job and ensure significant visibility and achievement in use of EU financial support.

2.3 *Education reform and modernisation*

A first task of the UNMIK education division at the outset was to ensure that schools could reassume delivery of education. A large demining effort was addressed at school buildings and grounds and a textbooks' replenishment initiative was established to ensure availability of learning materials as schools reopened in Autumn 1999.

A second initiative by UNMIK was to establish a conceptual framework for the reform and strategic development of education in Kosovo. This conceptual framework has been defined in a proposal DESK (Design of the Education System of Kosovo). Although not specifically articulated in the DESK plans, one can foresee two distinct phases - a preparatory phase followed by the implementation of a range of reform measures.

a) Preparatory measures – Phase 1

This phase will involve research and identification of strategic options for education reform with recommendations on measures for reform and modernisation across the entire education spectrum. This will be addressed across 4 selected areas:

- primary and pre-primary education
- secondary and vocational education
- higher education and research
- statistics and planning

b) Implementation of reform measures – Phase 2

Phase 2 would involve the implementation of a series of strategic reform programmes across all 4 selected areas, including monitoring and evaluation. The outcomes of Phase 1 could however highlight additional areas to be addressed for a more comprehensive development of Kosovo's education system.

Until Phase 1 has been completed and a strategic plan and action programme for education reform has been agreed between the representatives of the Kosovar education system and the UNMIK Joint Administration priorities and costs associated with the wider modernisation effort may not be expected.

Contributions by TAFKO to the DESK process have comprised (a) participation at the meetings of the DESK System Design Team and (b) advice and direct inputs into two working groups: secondary and vocational education and higher education and research.

TAFKO has also offered to support the DESK initiative in 1999 by providing start-up finance (Phase 1) to support (a) a DESK co-ordination secretariat and (b) seed funds for the four working groups, including international expertise, to define needs and priorities and elaborate sub-sector reform programmes. UNMIK Education Section has decided however not to take up this offer given that it would involve an informal consultation procedure – UNMIK preferring to have more control and flexibility over selection of experts.

As an alternative arrangement, UNMIK requested a direct transfer of EU funds for the project. Given that an EU budgetary support measure is already foreseen for UNMIK operations, the Education Section was advised to seek finance from the wider EU budgetary support measures.

The timeframe for conclusions of the DESK process have not been defined. However, assuming a successful delivery of the working groups culminating in a strategic sector reform plan and work programme by end of third quarter in 2000, financial support will be required to implement the DESK reform recommendations and actions and where the Agency may provide direct support. Given EU policy interest in vocational education and higher education,

support for a large-scale sector reform programme could focus on these two areas. World Bank and other donors could address the remaining areas.

2.4 *Concerns surrounding DESK*

A number of issues have evolved with the DESK process which may have implications for the fulfilment of its objectives.

a) Consultation

Given the political sensitivities surrounding education administration and plans for reform of education, TAFKO advised UNMIK and the DESK System Design Team, in particular, that a wide consultation and information exercise be undertaken across all education stakeholders, political groups, social partner organisations and schools. The objective here was to ensure a wide range of support and to get the principal players on board – critical to the local credibility and sustainability of the reform process.

The proposal was not taken up. Consultation has been confined to a small and select group of Kosovars (teachers, university lecturers and a representative of the provisional government who are included on the DESK system design team which will oversee all DESK reform actions).

Lack of consultation is therefore a risk to DESK and the reform plans.

b) Management and coordination

While the conceptual framework for DESK is more or less clear, it has not been thought through in operational terms. Consequently, it is unclear as to what it intends to deliver in concrete terms, who will do what and according to what time-frame. It would appear that no one follows the dossier inside UNMIK in a consistent manner which contributes to a sense of lack of coordination and management by those involved in the System Design Team and Working Groups.

Launched on 14 December 1999, with the first meeting of the System Design Team, the results have been limited to a number of meetings without clear outputs or directions.

To conclude, the principal handicaps and risks for the DESK process are as follows:

- lack of guidance and common approach across the four working groups
- a large system design team which prevents strategic discussions and decision-making
- no-one managing / following the DESK process in a consistent manner.

c) Joint UNMIK Administration

The establishment of a joint administrative department in February will mean that the Education and Science Department will be co-managed by UNMIK (Steffie Schnoor) and UDK Party (Agim Vinca, Vice Minister of Education in the Provisional Government).

The implications of the administrative changes for DESK remain to be seen. However, if progress continues to be sluggish and an effective plan and DESK management operation is not put in place, it would be useful to have a review of progress to date, identifying constraints and frustrations, and agreeing on ways forward. This would also be an opportunity to finally consult with all education stakeholders. This could be organised by UNMIK at regional level by way of distribution of DESK concept note in Albanian (already translated by KFOS) and Serb languages to all schools, municipal education offices, social partner organisations, followed by open meetings in all five regions for information exchange and inputs by Kosovar parties.

d) Cross community issues in education

While the DESK initiative includes representatives of the various Kosovar communities in the System Design Team with the objective of ensuring that the interests of the communities will be addressed in the reform exercise, the issue of cross community education itself does not feature in the DESK planning process.

All Kosovar parties realise that the issue will be brought to the fore in due course. To avoid suspicion and distrust the issue should be brought directly into the DESK process immediately so that all parties are assured that it will be dealt with in an open and transparent way. How it will be dealt with will require careful planning and coordination. The World Bank report on Kosovo makes some pragmatic recommendations as to how the various Kosovar communities could cooperate on education management and delivery e.g. co-managing funds.

The question remains will inter-community cooperation in education work? And what will be the implications of the growing exodus of Serbs particularly for cross-community education development measures? With growing tensions and violence between the Albanian and Serb communities prospects are very unfavourable for any dialogue and planning for integrated education. However, attempts will be required by UNMIK and other international operators to counteract segregation and development of another dual education system.

High profile projects (well planned and managed) with good finance and recognition could be supported with the objective of having a demonstration effect. There is evidence that institutions e.g. the new police force has most communities represented, although minority community numbers are negligible.

UNMIK, with the local counterparts, may consider measures which could ensure that schools become instruments in promoting tolerance and community reconciliation among young people. At the outset, a dialogue could be

established by way of a working group within DESK (Kosovar and international presence) to consider ways in which the education service, in partnership with schools, can promote a culture of tolerance through general curriculum and in particular by the delivery of the cross-curruricular themes. Incentives measures could also be considered to promote direct contacts between schools and among groups of schools. The odds of success may not be high but should there be some commitment on the Kosovar side to try, the international donor community should back it.

2.5 Proposals for Agency contribution to education sector 2000

The following is a list of education support measures which the Agency may choose to follow.

- *Participation on DESK System Design Team*

It will be important that the Agency participates in the DESK System Design Team to be informed of all developments and provide technical and expert advice on reform plans.

- *Participation on Working Groups (Secondary/Vocational, Higher/Research)*

Participation within 2 working groups should also be considered: (a) working group for secondary and vocational education and (b) working group for higher education and research. The European Union has policies in both areas and it would be in the interest of the Agency to provide inputs into both.

Participation in the working groups will require a certain time commitment to follow developments and address tasks to be undertaken by the Working Groups.

- *Interim support for education*

The DESK process by its very nature is top-down and will require time before visible results are available. Without pre-empting plans and decisions for the reform of education within the DESK process, consideration should be given to a number of measures which will not necessarily interfere in the reflection and planning process which DESK involves. Targeted interim support for education with visible outputs could help turn around a declining confidence of the Kosovo education community in the international institutions effort to support education.

- *Capacity building in school management, administration*

A training measure should be established for school directors and managerial staff to re-establish skills for those disenfranchised of their school management function after 1989 and those assuming new management functions.

This should address in particular:

- planning and reporting
- budgeting, finance management and accounting
- human resources management
- school /community relations,
- tolerance building and equal opportunities in education
- managing change.

Ideally, the school management programme should be delivered at regional/local level in modular form across a pre-defined period without significant disruptions to school administration.

Training for the schools should be provided in the principal language of the school.

A training curriculum for general management skills should be drawn up by a local training provider already available in the market but with case studies and materials directly relevant to the school environment. Technical assistance from international experts to ensure relevance to education system reforms will be necessary.

Exact figures of school directors (and deputy directors) to be trained on general management skills would need to be determined. However, a first training exercise could envisage some 400 participants.

For the more specialised training e.g. school/community relations, tolerance building etc. it may be necessary to source experience and expertise from outside Kosovo. However, Kosovar trainers will be required for the design and delivery of training. It will therefore be necessary to build up a local capacity by way of "train-the-trainer" and possibly borrowing on local NGOs already addressing issues of democracy, community relations etc.

A train-the-trainer programme could be supported by access to expertise and materials, including training materials in EU countries. The European Agency for the Racism and Xenophobia in Vienna could be called upon for support in this training component. UNICEF would be a key partner in this type of initiative.

While this training could be introduced initially to schools directors/administrators, consideration should be given to delivering the training to all teaching staff in due course.

- *Teacher support centres*

Teacher support centres should be established at regional level in Kosovo to assist schools in the design and production of teaching materials. These centres should act as regional resources for advice and support to teachers, provision of teaching aids, information points and ultimately as teacher training facilities at local level.

The work and concept of the centres could be integrated into the DESK planning and reform process in due course but should be available immediately to meet present and urgent school requirements. Finance for the teacher support centres should dovetail with the plan of the Kosovo Education Centre[10] which will establish one didatic centre and where support is sought to provide a wider service across the region involving an additional 4 centres. The network of 5 centres should follow a common strategy and provide a coherent network for school support across Kosovo.

- *Catch-up programme*

An education catch-up programme could be established for those who have been in the parallel system and have under-achieved. Data will need to be established at regional/local level to determine level of need and interest. A 'catch-up programme' would need to address two core groups (a) those still attending school and (b) those beyond school leaving age. This may require provision of evening or week-end adult education provision so as not to affect normal schooling schedules.

- *Second chance education*

A targeted education programme could be considered for those who 'dropped out' of the parallel education system. Specific *"second chance" education* measures could be considered particularly for female pupils where 'drop-out' was more pronounced, building upon work already being undertaken by the Kosovo Foundation for Open Society.

- *Teacher training recovery programme*

A recovery training programme for teachers to assist particularly with adult numeracy and literacy education, followed by special education provision (evening classes) would address those who may have fallen through in acquiring the basic skills in the parallel system.

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[10] Support for the Kosovo Education Centre will be provided by the Austrian authorities and the Kosovo Foundation for Open Society.

- *Library ICT provision*

Consideration should be given to the modernisation of the library network whose resources were critically depleted through (a) war damage and looting and (b) an extensive period of under-investment in mainstream library developments, particularly information technology applications.

A library up-grading project at selected municipalities[11] would kick-start innovation in library provision and services as a support framework for education, local communities and wider municipal services.

The aim of the project should be to promote access to information and learning materials and could feed into DESK education reform initiative in due course. The initiative would additionally underpin local democracy development by providing access to information and materials at local, regional and global level by way internet technologies[12].

Replenishment of library stocks and provision of new editions is presently being addressed by the Kosovo Foundation for Open Society which has been a key player in promoting education and democracy developments in Kosovo since 1997.

3. Conclusions and recommendations

Set against a decade of economic and cultural aparthied, a war in 1999 and renewed inter-community violence in 2000, the challenge for rebuilding education in Kosovar is enormous.

A concerted effort is required to bring schools and wider education facilities to an acceptable standard for the delivery of education. This requires good coordination and a direct line to the donor community to ensure that education infrastructure needs are sufficiently met to allow for a wider reform and modernisation of Kosovar education.

The UNMIK education reform initiative - DESK - on the whole provides a good framework for medium to long term modernisation but international support for education will need to be more visible with more immediate impact than DESK can possibly deliver at this stage. A number of interim support measures are proposed to address the DESK gap.

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[11] Some 66 libraries or centres providing library provisions were destroyed during the war. This pilot project would focus solely on municipal libraries which would not require rebuilding or refurbishment or where this was being addressed by other donors. Selection of libraries should bear in mind the various communities which make up the Kosovar population.

[12] See project proposal an Annex 2.

In its dealings with UNMIK and other key players in Kosovo's education environment, it is recommended that the Agency for Reconstruction encourage a more structured approach to the rebuilding and refurbishment of Kosovar education delivery network and provide financial resources to meet the rebuilding and refurbishment demand. Support for a number of small-scale interim education reform actions in 2000 should also be considered.

Proposals for a wider education reform plan will be subject to outcomes of the DESK working groups and the recommendations of the UNMIK Joint Administration later in 2000. Assuming that concrete plans are devised, the Agency could consider further financial support in the latter part of the year with particular reference to secondary/vocational education and higher education where the European Union has policy interests.

4. LABOUR MARKET REFORM AND TRAINING

1. Context

A critical factor in rebuilding Kosovo's economy in the short term will be to address the unemployment situation. One frustration in quantifying the problem is the lack of comprehensive data. This is demonstrated by the variations in unemployment reported by various organisations concerned. Borrowing on local research data for 1997, an ILO study puts the unemployment figure at approximately 65%[13]; independent research puts the jobless figure at just under 75% [14] while more recent estimations by UNMIK Labour Development Section paints a bleaker picture at 80%[15]. The seriousness of the unemployment figures should however be put in context.

Firstly, the high levels of joblessness may not only be attributable to the war and a decade of economic oppression by Belgrade. Unemployment in 1989 was already significantly serious at 38%[16]. The introduction of Belgrade's sanctions in 1989, including the dismissal of 145,000 Albanian employees from state enterprises and administration[17] accentuated an already grim employment picture.

Secondly, the continuation of a "parallel" or informal economy established in the 1980s and the arrival of the international aid machinery which has absorbed a small but significant number of local employees may go some way to alleviating the problem of unemployment. In addition, the rebuilding effort across the region and associated services will also have had some impact at local level and not necessarily be reflected in the unemployment statistics.

As to which of the figures quoted above provides a more correct assessment is not important. The unemployment situation of Kosovo is chronically high and represents a serious threat to social stability and economic recovery in the medium term if measures are not taken to address the problem. A significant and sustained effort is required to tackle unemployment.

There is presently no training provision to address the immediate demand for skills in the labour market. Despite data restrictions which would allow for a more clearly defined training programme by sector, geographical location, demographic trends etc. the Institute of Employment has identified a number of areas where skills are urgently required to meet demands from employers (construction, agriculture, hospitality, administration). UNMIK has also raised

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[13] Hethy, Lajos (1999). Employment and Workers' Protection in Kosovo. International Labour Office. Geneva.p.1

[14] Riinvest. War consequences and family economies and businesses – survey report. Prishtina. December 1999.

[15] Internal note of UNMIK Labour Section: Main features concerning the employment situation. November 1999.

[16] Riinvest. p.34.

[17] Hethy (1999). Op cit. p.2.

concern about municipal services where an employment creation plan could address joblessness at local level.

Finally, capacity building measures are urgently required for the Institute of Employment and its network to effectively address employment creation and training provision.

2. Priorities for labour market reform and training

2.1 *Interim data assembly and assessment measures*

An immediate and essential measure is to establish a system for the definition, collection and analysis of employment statistics. Data definitions should allow for regional and international comparability.

As an immediate measure, a rapid data collection and labour market assessment should be undertaken. The data collection will involve cooperation of a network of municipal employment offices (all communities[18]) and allow some analysis of the labour market situation and primary interventions at local level.

The International Labour Organisation has at its disposal the necessary experience and tools to undertake this rapid data collection and assessment. The financing of this first operation could be supported by the European Agency for Reconstruction by way of a direct agreement contract.

A secondary step will be capacity building within the Institute of Employment [19] and the establishment of framework for a more consolidated collection of data[20] related to labour force participation, employment, unemployment, educational attainment, training etc. The interface between the labour force data and wider data preparations (e.g. wages and compensation cost, productivity and labour cost, poverty and income distribution etc.) of the UNMIK Joint Labour administration should be defined in advance.

Ideally, a common framework for employment and social protection related data build-up should be defined within an integrated social statistics' programme and supported by one donor to ensure coherence in the programme. The statistical

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[18] Participation of employment offices in Serb controlled municipalities may not be assured. These offices do not attend the regular meetings called by the central office of the Institute of Employment in Prishtina. Alternative arrangements for collection of data may need to be put in place.

[19] It is likely that the Institute of Employment will remain an institutional feature. It has always been outside of the formal administration – as an independent organisation supporting the government administration.

[20] The Institute has submitted an SSO application for a start-up project with workshops to focus on employment issues of youth, women, ethnic groups etc. It is recommended that the SSO project be supported. It should not however be considered as sufficient for a strategic reform and development of labour market data.

systems established should meet the requirements and standards of the ILO or European Union. Services could be undertaken by the ILO or Eurostat[21].

An intensive staff training programme will be required to underpin the data definition and assembly exercise. This will need to be defined as a function of the sequence of the data gathering exercise and will involve both central level employees (UNMIK Interim Administration, Institute of Employment) in the labour departments and statistics offices, as well as those officers responsible for gathering data at field level.

2.2 ***Organisational review of the Institute of Employment and office network***

Aside from its data gathering function, a review is required of the overall functioning and services of the Institute of Employment. To assist UNMIK and the Institute, this should be undertaken by an independent consultant who will provide recommendations for a more effective organisation of the Institute of Employment and its network of offices. The review should particularly address the range of services which the Institute is presently providing and make recommendations as to future development and delivery of services (job counselling and guidance service, training for the unemployed, employment placement etc.).

The independent review will also include a survey of staff skills and competencies and make recommendations for training of staff across all levels. The training needs' analysis and recommendations will address technical and managerial knowledge and skills, including broader issues of change management, principles of public service, EU langauges, administration and office technologies.

A training proposal should be elaborated on the basis of the diagnostic of training needs with a prioritisation of training measures, including recommendations for training delivery (study visits, training local trainers, workshops etc.) bearing in mind lack of local capacity for training of public servants. Again, international technical assistance will be required to allow for effective changes in the short-term.

2.3 ***Office hardware and technologies***

To support these initial capacity-building measures, offices across the administrative structures (Interim Administration, Institute of Employment and Municipal Employment Offices) will need to be furnished with modern information and data processing facilities. The number of municipal employment offices out of the existing 35 which will remain in the network will need to be determined in advance in the independent review of the Institute and its network.

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[21] Hethy (1999). op cit. p.20.

3. Immediate training requirements

3.1 *Construction*

While tremendous efforts are being made to rebuild homes, communal buildings, refurbish schools etc. (supported by Kosovar own-funds, NGOs, bi-lateral and multi-lateral donors) there has been no attempt to assess the level of manpower and skills, including time-frame, required to accomplish the rebuilding effort.

Experts engaged in the rebuilding exercise, both local and international, are expressing concerns that the rush to meet the emergency needs is not producing quality results. The implication of the "emergency rush" is that rebuilding and refurbishment being undertaken in the first or emergency phase of reconstruction may need to be returned to for re-working and improvements with time. This has implications for labour and material costs.

Initial estimates for skilled labour to meet rebuilding and refurbishment requirements of housing (category 5) alone over the next 12 months are as follows [22]:

- 6,700 bricklayers
- 2,300 carpenters
- 2,300 electricians
- 3,300 plasterers
- 1,800 plumbers
- 1,800 tilers

While the immediate imperative is to assure that skills are available to address a significant post-war rebuilding programme, in the long-term the intensity of skilled construction labour will be much less. A skills' development plan for the short-term however should be realistic as to how those trained for and employed in the present post-war period will be accommodated later into an economy where construction skills are less in demand. It is quite likely that a considerable number of those skilled up for the rebuilding exercise would eventually evolve into self-employed tradesmen, small businesses etc. This factor is addressed later in the paper.

- *Stock-taking and assessment*

Based on the significant amount of data available on damaged buildings[23] (private homes, public buildings) a more thorough assessment of type, level and quantity of skilled labour for the rebuilding and refurbishment effort is required. The assessment does not need to be scientific but should provide a good

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[22] Estimates provided by Triangle Génération Humanitaire (NGO assisting in rebuilding in Mitrovica). See Annex 3.

[23] e.g. IMG data, NGOs providing rebuilding services etc.

indication of quantity of skilled labour by type of skill broken down by region/municipality over the next 24 months.

Training plan
A construction training plan to address immediate skills requirements should be drawn up with time-frames and costs to include infrastructure training requirements (training centres, equipment, materials) and possible locations for delivery of training.

The training plan should address three target groups with parallel training delivery mechanisms:

a) training of trainers
b) skills' up-grading for those already employed in the rebuilding effort and
c) training for unemployed, including students attending secondary technical schools.

The training plan should concentrate specifically on the construction sector's craft skills [24]:

- Bricklaying
- Carpentry/joinery
- Plastering
- Electricity
- Painting and decorating
- Heating and plumbing
- Floor and wall tiling.

The construction training plan should provide UNMIK, Kosovar counterparts and donors with sufficient information to better target and balance support (training, workshop infrastructure, materials etc.) for rebuilding and to ensure that works are undertaken with improved quality and technical skills.

To assist the rebuilding effort, short courses on construction management could be developed for contractors. Municipal planning officers and community development organisations could additionally be provided with training on planning, logistics and project management.

Training infrastructure
One primary constraint to the delivery of training is the poor condition of the seven adult training centres of which only one could be put into operation at

[24] This could also involve professional skills (engineering, architecture, and construction management) but the effort to address the craft skills' needs should be given priority.

short notice. Refurbishment and improvement works on existing training centres will therefore be a precondition to the training programme[25].

With respect to training for the construction sector, all plans for training infrastructure support, curriculum design and training delivery should dovetail with existing construction operators and trainers in the field. This will require an audit as to "who's doing what" in construction training and involve a tracking of all donors to ensure synergy in the training effort. This audit should feature in the stock-taking and assessment.

Bearing in mind the need to get skilled and semi-skilled workers on site in the shortest possible time-frame the design and delivery of training should borrow on knowledge and resources already available locally. This will include the resources (human and material) of local and foreign contractors and NGOs already involved in the construction effort or in training/supervision of building works.

In the interest of time and management of the training operation, a mechanism e.g. framework contract should be established to identify training providers and ensure rapid deployment of services to meet the training plan. Contractors and NGOs already on the ground and with training plans for local areas could be engaged for training services[26].

Coordination of training effort and support

In January 2000 the German and Italian authorities had deployed experts to Kosovo to draw up plans for support to the training effort for reconstruction. The German interest, coordinated by GTZ, is to establish/support 5 mini-training centres across the region (locations not defined as of 29/1/2000). The Italian authorities in cooperation with the ILO plan to support one training centre, possibly in Pejë. The timeframe for these plans is still not available but all developments on these bi-lateral projects (and others in the meantime) should be incorporated into the training plan to guard against duplication.

Links between emergency training plan and systemic developments

All developments in education and training for the construction sector (secondary, vocational and higher education for professional courses e.g. engineering, architecture, town planning etc.) in the next 24 months should be reviewed with the objective of developing a longer term perspective and systemic development of education and training for the construction industry.

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[25] To maximise the availability of existing training infrastructure, consideration should be given to a wider range of training requirements aside from most urgent needs for construction etc. Engaging secondary vocational schools in the delivery of adult training should be considered to ensure best use of resources – trainers and facilities. This will require discussion with the municipalities and the Education department of the UNMIK Joint Administration.

[26] An example of a proposal for training for construction is attached at Annex 3.

The construction industry may take time to formally establish a mechanism or association to represent interests for the sector but ultimately it should take the lead in this exercise, involving the administration (education, labour, industry, planning), trade unions and other partners e.g. university.

3.2 *Agriculture*

Agriculture has been central to the livelihood and subsistence of Kosovo. Pre-war estimates put the number of Kosovars living in the rural space at 65% of whom some 90% have been involved in agricultural activity.[27] Taking into account employment in the forestry sector the figure for active employment in the rural space was 70%. These figures also represent a significant number of workers who turned to agriculture following mass dismissals from industry and administration in the 1980s. However, the agriculture sector is set to be a major source of employment in the short to medium term. As the economy enters into transition, the longer term will most likely see reform in the sector with greater concentration on farm diversification and development of new forms of rural employment.

Despite the significant human resources available in the agriculture sector, a background of socialist planning coupled with a decade of Serb economic oppression resulted in Kosovo being a net importer of food supplies. On top of this, destruction and pillage of farm infrastructure, crops and livestock during the war means that a significant recovery programme is required to address immediate subsistence needs.

In the short-term a priority will be to kick-start agriculture and the rural economy[28]. This will require support for the re-emergence of agriculture production, food supplies and distribution and rebuilding of rural infrastructure (schools, homes, public buildings). Employment creation, income generation and retraining will be a critical factor across all three areas with a wider package of support to counteract poverty and marginalistion of rural populations.

A number of targeted training programmes is required to address training requirements in the short-term. As small farms form the nucleus of the agricultural economy and will be central to food supply, the immediate training requirements are essentially farmed-based.

a) Farming skills and farm management

A number of agriculture training measures will be required in the short term to underpin aid efforts to kick-start agriculture production to ensure minimum levels of income and food security. Given that the farm itself will be the nucleus for production and productivity, a focused training programme is required to (a)

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[27] Riinvest (1998). Economic activities and democratic development of Kosova - research report. p. 53.

[28] Kosovo Recovery Programme- relauching the rural economy. p.7. In the medium to long-term farm diversification will require more emphasis on non-farm employment.

upgrade and develop technical skills for farming and (b) improve farming management.

The core areas for skills' development are:

i) Farming skills
- ploughing,
- land preparation,
- crop planning,
- application of fertilisers,
- harvesting,
- storage,
- animal husbandry,
- machinery operation and maintenance
- buildings management and repairs

ii) Small farm management
- budgeting,
- cash-flow,
- crop rotation,
- investment planning,
- finance management,
- accounting,
- environmental enhancement,
- technologies for farm management (spread sheets etc.)

Design and delivery of a training programme will require technical assistance to develop local capacity for training. The inclusion of the existing agricultural technical schools[29] would allow for existing experts and material resources to be employed in the programme. While the emphasis within the programme will be 'learning by doing' the experience acquired by staff in the development of new and action-oriented curricula would be a first step in the reform of agriculture training in terms of vocational education and continuing training.

Given problems of access to training (travel and time considerations) training delivery may need to be brought to the trainees as opposed to the trainees making their way to the schools. This could mean the provision of a mobile training unit to meet the training demand village by village.

To maximise the time and resources available for training, local communities must be engaged into the planning and delivery of the training to ensure (a) the commitment of numbers for group learning and exercises and (b) the availability of farm equipment required in the training programme.

Additionally, where the supply of farm equipment is foreseen as part of an aid delivery package (e.g. tractor, plough, harrow, bailer) to a farming community, it

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[29] Agriculture vocational schools are located in Ferizaj, Gjilan, Prishtinë.

will be important that training measures for the use and maintenance of the equipment feature within the aid package. This should involve a community-based training approach where cooperative arrangements between communities could be established and exploited.

Specific training measures for women should be considered to promote the socio-economic integration of women into the rural economy. This will be particularly important in those areas where significant numbers of men have been killed or are not accounted for. This will need further research to determine viability. Any actions directed particularly at women may need to be backed up with extra measures and resources to address values and perceptions of women farmers across the region as a whole.

b) Farm Machinery Workshops

Estimates of war damage and loss to farm machinery and tractors in particular indicate that the present availability of working tractors is as low as 45% of the total. Given a significant reliance on the tractor in the rural environment which goes beyond croppage (transport, trading, distribution, rebuilding) support could be put to building up workshop facilities with mechanical training for adults to meet the needs for repairs of tractors and wider farming machinery.

Target groups for training would include farmers, mechanics already in business and those unemployed and wanting to learn new skills. Consideration should be given to inclusion of secondary technical schools[30] which provide mechanical engineering training with a view to preparing young people for local jobs. The schools would also act as possible outlets for training of adults (evening, weekend courses). School training infrastructure will require upgrading and instructors may need re-training to deliver training to the diverse groups.

Locations of workshops should reflect need as the loss situation is not equally distributed across the region. Hardest hit municipalities are located in the West of the region. For example, the municipality of Pejë suffered considerable damage and loss of equipment with an estimated working tractors set at 10-15% of the total (one tractor for each 16 farmsteads).

Access to suppliers of spare parts will be an important factor in the success of the farm machinery workshop network.

Support for training and workshop facilities would coincide with plans for supporting farm mechanisation and infrastructure[31].

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[30] Given the young demographic profile of the Kosovar population, any adult training measures to be delivered in secondary technical schools should not impinge on the education of school children.

[31] Kosovo Recovery Programme – Re-launching the Rural Economy. P.16.

3) Agro-food processing and services

Non farm employment is likely to be the way forward for rural employment but in the short-term agriculture will provide household income, food security and provide materials for agri-food industry. Small scale agri-food processing will very likely take the lead in employment generation in rural areas.

Although not an urgent issue, improved quality and more efficient agriculture production including food processing to meet demand will require a significant investment in training services to the agri-food sector in terms of methods, materials and transfer of know-how. Food safety and sanitation will feature highly in the training requirements across all key food processing sectors e.g. dairies, water bottling, flourmills, bakeries, slaughterhouses, butcheries, battery farming/poultry, market gardening etc.

Measures to support self-employment and small business development in the farming community and agri-food sector where training and advisory services will be required. SME training support is addressed below.

3.2 *Hospitality*

One post-war growth area is the hospitality industry where demand in particular for quality services in the hotel and restaurant sectors has rocketed with the arrival of the international organisations, NGOs, foreign representations and a consistent flow of political and business travelers to the region. Although no sector analysis has been undertaken, according to the Institute of Employment and UNMIK Pillar 2, jobs are being created and business expansion in expected to continue.

Assuring that new recruits are available to meet the demand for job growth will be important in the short term. Skills' shortages are already evident for the expanding sector and labour challenges are set to be a problem in the medium term. Although the hospitality industry in Kosovo is not organised and does not have a framework for manpower planning and skills' forecasting, employment in the sector is already attracting recruits without the necessary skills. The standing of the hospitality industry stands to be adversely affected if standards and quality in service are not strategically addressed.

A strategic plan and training programme will be required to address the sector in the medium to long term. This will require an upgrading of training infrastructure, curriculum and certification for a broader hospitality and tourism industry. In the short term however measures are required to ensure that those employed in the sector today are equipped with basic knowledge and skills to meet the labour market's demand.

Training services for the hospitality sector in Kosovo is limited. In terms of infrastructure and provision, only one training outlet is available and this

provides school-based training. No services are provided for adult training or support for in-service training to industry.

To address immediate training requirements, a dialogue with employers and trade unions and the Institute of Employment is needed (with technical inputs by a foreign expert) to define training requirements in concrete terms and agree a short-term strategy to meet skills requirements.

A number of core areas could be addressed as follows:

a) *Basic hospitality skills*

- Food service (customer service, billing, payment, product knowledge)
- Bar Service (product and equipment knowledge, dispense and service)
- Accommodation service (customer care, health and hygiene, bedding and laundry)

b) General management skills upgrading- restaurant and hotel

- supervision and management skills,
- sales and marketing,
- quality and cost control,
- administration,
- foreign languages.
- first aid
- customer relations
- information technology skills (spread sheets etc.)

c) *Short specialist courses – modular*

- management of food hygiene in the hospitality industry
- supervisory management programme
- kitchen management
- management of accommodation
- customer care
- front office skills for the hotel sector
- logistics and catering for conferences
- food and beverage management
- catering for the foreign customer
- health and safety for the hotel and restaurant sector

d) Primary tourism skills

- knowledge of region (areas of interest, transport, services information)
- tourism: leisure, heritage, business, culture
- sales and advertising
- office technologies
- customer care
- languages

A key issue at the outset will be to raise awareness within the industry itself as to the need for training. This may require opportunities for leaders in the industry to 'see and learn' by way of study visits, case studies and wider information activities.

To ensure that local capacities are developed, a twinning arrangement should be established between the existing school for hospitality and tourism in Pristina[32] with the objective of elaborating a teacher re-training programme and range of short training courses to meet the immediate needs of the hospitality sector. A widening of the school's remit to address adult training and support to in-service training should also be considered.

While the Pristina hospitality school would be the focus of development activities initially, training (modular and flexible) could be delivered at a number of venues across the region to meet the local requirements of industry. This will require a rethink as to the single sector vocational education and training provided by Kosovar technical schools. While this issure remains to be addressed by the DESK initiative, some pilot training for the hospitality sector could be considered in demand locations (e.g. Mitrovica, Prizren, Pejë).

Learning and experience from a fast investment in hospitality skills' development should be fed into a wider industry planning initiative, where the education and training authorities including social partners will be required to contribute in policy and institutional terms. The preparation of this plan should run parallel to the short-term skills' development initiative proposed here and should involve support measures for hospitality small businesses.

3.3 *First steps in establishing an information economy*

With the highest unemployment rate in Europe, an industrial sector at a stand-still and a very weak agricultural economy, Kosovo's opportunities for economic recovery in the short to medium term are limited. Choices will be required as to where investment should be targeted to ensure sustainable economic development in the medium to long-term. Job creation, competitiveness and innovation must feature in the planning and investment equation.

There is a strong belief amongst Kosovar industrialists and representatives of enterprise organisations that the economy should re-establish where it left off in 1989 - essentially large scale, labour intensive industry - despite loss of markets and changes in regional and global economies. This sentiment reflects nostalgia more than anything else.

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[32] Secondary school "7 Shtatori".

Kosovo will need support is in establishing a framework to ensure that it can catch up with technology developments that directly contribute to economic development and employment creation.

While considerable reflection, learning and planning will be necessary to address the technology gap, a number of 'first-step' measures could be taken to promote understanding, learning, and applications of information and communications' technologies at community level. To this end, UNMIK Pillar 2 (Labour And Employment Section) is presently working up plans with the objective of establishing community information and training centres.

Central to the project is the objective of fostering the development of new niches of economic development. Although the concept for the network of community information centres is still being developed two core issues feature in the thinking:

(a) information and communications' technologies for businesses,
(b) development of learning technologies for training and retraining.

As in any other project related to a recovery effort, there is a clear need for direct support from the aid community at the outset. The Agency for Reconstruction should consider supporting this initiative building on the policies and knowledge for distance learning and business developments within the European Union and Central and Eastern Europe, supported by the Phare Programme.

Short-term labour market and training requirements however should be addressed immediately. The international and aid organisations have made an immediate demand on those with computer and administration skills to the point where the skills' availability is now exhausted. No training providers are operating in the market to meet demand.

To meet labour market demand, a training programme should be established, possibly school-based to provide short intensive courses for the unemployed and those requiring skills' updating and new skills. At present the market requires the following skills:

- key-boarding and practical computing
- advanced use of key software for businesses and administration (wordprocessing, spreadsheets etc.)
- office procedures and administration
- database management
- information access and management
- languages for international organisations and markets

Computer facilities will be required to deliver training. A train the trainer programme delivered and mentored by an administration school in Western Europe could be called upon for a rapid programme set-up and delivery of

training. More medium to long term perspectives for the school would include training for the new public administration, emerging private sector etc.

3.4 *Municipal technical services - employment generation*

A significant works' programme will be required at municipal level to restore public buildings (council offices, schools, recreation centres, libraries etc.) and wider municipal regeneration. The refurbishment effort will be labour intensive and will require planning, prioritising, budgeting and implementation of the works. Training and supervision of technical staff to undertake the work will be necessary to ensure optimum service delivery.

Building on the experience of the VERP (Village Employment Rehabilitation Programme) supported by TAFKO, consideration could be given in 2000 to a pilot municipal works' programme in 2 municipalities. This would kick-start municipal regeneration, environmental enhancement and job creation and specifically address:

- pavement rehabilitation
- street works/road improvements
- park maintenance and fencing
- municipal cleaning services and waste management
- infrastructure maintenance e.g. street lighting, bus shelters, public toilets
- maintenance of municipal sewers and drains
- refurbishment and upkeep of public buildings (schools, libraries, public offices)
- improvement of communal sports facilities.

UNMIK Pillar 2 (Labour and Employment Department) is particularly keen to see some developments at local level which address both the high employment rates while assuring physical regeneration of the municipalities and their environments. Again, technical assistance, training infrastructure needs and training design and delivery will need to be defined. Inputs from those experts contracted through the TAFKO Twinning Programme could be engaged into the effort, at least in the planning phase.

3.5 *Local economic development*

To kick-start a dynamic for local regeneration and develop local capacities, consideration should be given to a programme to support local grassroots' initiatives to promote local socio-economic development[33].

The objective under this action would be to promote sustainable economic and social development by encouraging an integrated approach to local development

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[33] There are already examples of this type of initiative coming forward e.g. proposal for agency for local development by Cap Espoir (Gjakovë) submitted for SSO support. See Annex 4.

where job creation, training, business support, social services, environmental improvement and community enhancement are key objectives.

Central to the programme will be effective partnership building to address local employment and social issues. This should involve respresentatives from

- social services
- economic representatives
- employment offices
- education and training providers
- NGOs
- municipal administration.

Based on the experience of the Phare Partnership Programme, an 'open call' local economic development initative could be established to support local development groups in the bid to improve socio-economic conditions at local level. Partnerships with local development agents from EU countries and neighbouring countries would ensure a transfer of knowledge and know-how in local development projects in Kosovo.

The programme could operate on a rolling basis subject to satisfactory results from the programme. Consideration could be given to an SSO-type facility at least in the first year to generate understanding and awareness locally. In the medium term an 'open call' procedure could be applied and management of the operation would be contracted out to a local organisation.

3.6 *Retraining of demobilised soldiers*

The International Office for Migration has undertaken a detailed survey of soldiers of the Kosovo Liberation Army with a view to ensuring their reintegration into civilian structures. Employment preparation (advice, counselling and training services) and integration into the labour market is a primary concern in the demobilisation effort. This is all the more pertinent given concerns that demobilisation and demilitarisation may have happened on paper but not in practice.

While measures have been taken to integrate KLA troops into new structures e.g. Kosovo Protection Corps (civil protection body) further measures are required to ensure a fast integration of a large group of ex-combatants into sustainable employment. Various measures could be considered:

a) recovery education, counselling and basic work skills development for those who have not finished education;
b) job re-orientation and re-training for those soldiers interested in developing new skills and careers;
c) business support measures including micro-finance for those keen to set up their own businesses;

d) training for public administration – specific measures to prepare soliders for work in the public services sector.

A more detailed proposal for KLA labour market integration is attached at Annex 5.

4. Conclusions and recommendations

With chronic levels of unemployment, getting Kosovo back to work will be a major priority in the short term to guard against further social instability and in getting the economy back on the tracks.

Primary institution-building directed at the Institute of Employment and its network of municipal offices, coupled with a series of proactive employment measures including training and employment creation initiatives will go some way to addressing short term priorities.

Clearly, labour market support measures in the short term (training, employment creation, job counselling etc.) including capacity building measures directed at the Institute of Employment should be couched within a wider perspective for Kosovo's institutional reform and potential for socio-economic development. A number of proposals have been put forward which address both the emergency labour market needs but these should be defined to also provide a basis for longer term and sustainable developments.

It is recommended that the Agency follow all developments closely at the UNMIK Labour and Employment Department and provide finanical support for both training and employment creation measures in the short-term. Close coordination with the International Labour Office[34] and the German representation in Kosovo, both of which will be supporting adult training, is recommended.

[34] The ILO expects to manage a training centre project in Pejë financed by the Italian government.

5. MANAGEMENT TRAINING

1. Context

Kosovo faces three core challenges as it sets out to put its economy back on the track after 10 years of economic oppression and a war which has had severe economic consequences for industrial outputs, agricultural production and infrastructure:

- firstly, industry and enterprise require reform to meet the challenges of a market driven economy set against local, regional and global competitiveness;
- secondly, after a decade of exclusion from the workplace Kosovar managers will require re-skilling in management and business skills to reassume positions or take up new roles in industry;
- finally, post-war opportunities for closer integration in regional and European trade structures will require new learning, competencies and management skills in industry and enterprise to ensure that Kosovo takes its place on equal footing with neighbouring countries and territories.

On a more positive note, one result of the exclusion and marginalisation of the Kosovar community from mainstream economic activity was the development of a parallel economy which has engendered a dynamic, small-scale entrepreneurial economy (shopkeepers, retail distributors, builders, etc) many of whom affected directly by the war but with strong intentions to re-establish[35]. Although far from sophisticated, this enthusiastic small business class demonstrates potential for enterprise, economic development and job creation - a social stratum missing in some of the neighbouring countries.

A concerted training effort is required to address immediate training needs of managers at various levels across the spectrum of industry (socially owned businesses, energy and water utilities, large enterprises, SMEs). Currently, there is only a limited intervention from the international community in the addressing management training. The European Agency for Reconstruction could lead the way in the development of management capacity across Kosovar enterprises. This should have a two-pronged approach:

a) immediate delivery of management training to enterprises;
b) initiate medium-to-long term capacity building measures for management training.

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[35] War consequence and family economies and businesses: survey report. Riinvest. Prishtina (Dec.1999)

2. Immediate management training requirements

2.1 *Utilities*

The current state of utilities (energy, water) is extremely poor, delivering substandard services to the population. Payment for services is proving difficult reflecting poor administration (billing, collection etc.) and dissatisfaction with quality of services being provided. Investment in management training is required to begin a process of reform inside the utility industries. Immediate training concerns to be addressed are financial and commercial management:

- metering, billing and collection,
- tariffs and conditions,
- consumer relations or administration,
- organisational structure,
- information management,
- cash management,
- budgeting.

To ensure a fast and effective design and delivery of the programme, a counterpart utility enterprise should be identified in an EU Member State. Implementation of the training programme for each utility would involve the following steps:

- selection of 15-20 Kosovar top level managers for exposure visit to counterpart utility in EU;
- EU counterpart utility to develop training programme for managers;
- implement training programme in EU counterpart utility;
- request EU counterpart utility to follow-up on training in Kosovo (mentoring, coaching programme) and to develop a human resource plan for the middle and lower level managers as well as for the staff;
- develop and implement an awareness campaign among the population;
- evaluation.

2.2. *SME training*

Initial training for Kosovar SMEs requires a practical approach through workshop type training to allow for a significant number of beneficiaries. Three initiatives could be considered:

a) *Workshops: management, financial management and business planning*
The following sequence is proposed:

- Draft the terms of reference
- Invite potential local training providers by call for tenders to develop training modules for SMEs with the assistance of western expertise to focus on:

- general management,
- human resource management,
- financial management,
- business planning and marketing,
- actions to breakdown an existing informal business culture where taxation, environmental responsibility, wider business ethics etc. do not feature,

- awareness raising measures to kick-start (radio, TV, press, Chamber of Commerce, business associations)
- implement training through 20 workshops at various points in the region (subject to fee from participants).

Specific measures could be established to support micro and small businesses in key sectors e.g. construction, agriculture, hotel/restaurant sector which should ideally be run with associations representing the sectors, if available. In the absence of sector assocations, the Chamber of Commerce and the Kosovo Businessmen's Association should be engaged in dialogue and planning of training initiatives.

b) *Training programme for effective business planning*

Small businesses are the most important development potential in Kosovo. They will play a key role in the revitalization and reconstruction of Kosovo. Notably some sectors like the agribusiness, construction and services require rapid interventions to improve management skills, financial management, planning, the quality of services, trade links, skills development, etc.

A training programme for business planning should take into account the specific Kosovar business conditions caused by a long-term abnormal situation in the economy. It includes the lack of legality and business stability, the get-rich-quick mentality, lack of capacity to anticipate changes, the absence of business planning skills, etc. Developing entrepreneurial skills requires a fundamental change of mentality.

The project should aim to deliver training in a simple, practical and relevant manner to business people with time constraints, and provide answers for most of the problems that have daily business operations. It should focus on (a) business planning in relation to the development harmonious relationships with business partners (b) and good business ethics as a basis for business growth and prosperity.

The mode of delivery of the programme should be as a series of exercises during workshops focusing on:

- business planning;
- survival skills in using personal computers;
- developing managerial skills for strategic planning;

- understanding and using key marketing concepts in a business plan;
- understanding and use of key accounting techniques and managerial finance concepts;
- integrating knowledge from business policy, marketing and managerial finance into an interactive business plan;
- inter firm bench-marking.

2.3. Management training capacity-building measures

Two measures to develop capacity for management training could be considered. One concentrates on enterprises, the other focusing on a support mechanism to enterprises.

a) Training and awareness raising for large enterprises

Large enterprises are struggling with the problems inherited from the previous 10 years. These enterprises are short of resources for retraining managers. At this stage training needs to be kick-started in these industries and should be of general character. As part of the training, a simple and straightforward assessment of training needs should take place in these industries and a training plan drawn up. For the implementation it is proposed to involve a university from the EU which has a good track record in training and advising industry. It should link with the University of Prishtina for transfer of knowledge, materials and know-how. Learning from the participating enterprises should be shared with other Kosovar enterprises (workshops and publications) and will be guided by a network of senior managers providing a human resource development platform.

The proposed sequence of action is as follows:

- definition of terms of reference to identify EU university service provider;
- call for 'expression of interest' for participation in a human resource development project for (a) companies to participate in training (part of costs to be met by company), (b) establishment of Senior Management Development Forum (SMDF);
- select 15 companies with growth potential for training; establishment of SMDF;
- 25 managers from the network of 15 companies selected;
- human resource study visits to 2 western companies with progressive human resource policies for the 25 managers;
- 6 targeted training sessions in Kosovo on human resource development within 15 enterprises;
- 15 company human resource plans elaborated; 'best 5' selected for dissemination;
- workshop for dissemination of learning of 'best 5' Kosovo enterprises to create awareness of human resource planning inside companies;
- publication of 'best 5' and dissemination;
- SMDF define next phase of human resource capacity building measures.

b) Feasibility of a management training agency

A conclusion from a workshop organised by TAFKO on 20 January 2000 and which involved representatives of industry, employers' organisations and the administration (UNMIK) was that a management training agency should be established to strategically address management training requirements in the medium-to-long term. This will be an important institutional feature to support the post-80s business recovery effort and transition to a market economy. To develop the idea further, the feasibility of such project should be elaborated involving a select number of possible stakeholders. The feasibility study would foresee the following measures:

- mobilisation of feasibility team (maximum 6 local experts representing broad spectrum of Kosovar business world - industry (public and privately owned), interim administration, SMEs, university/training providers) to include international technical assistance;
- 2 study visits to organisations providing services for management training and development (e.g. Czech National Training Fund, French National Foundation for Management Education, Japanese Productivity Centre for Socio-Economic Development);
- consideration as to whether an agency's mandate should go beyond management training to include strategic support for wider training and human resource issues inside industry;
- inventory of Kosovar existing training providers and statement of level of management training demand;
- report and recommendations, with draft establishment plan (organisations, strategy, funding, timeframe, links with primary institutions e.g. privatisation agency, 3 year perspective activity plan).

3. Conclusions and recommendations

A concerted effort is required to tackle a paucity of management skills in Kosovar industry and to ensure that the management development needs are addressed correctly in the future. This will require a strategic planning and support mechanism for management training at the outset. It is therefore recommended that the Agency for Reconstruction support the proposal for a feasibilty study for a Kosovar Management Training Agency.

To address immediate management training needs, training measures would be defined and delivered relatively quickly making use of international experts and a number of local training providers which have established themselves in the market.

Priority training measures should be addressed at those industries upon which the Kosovar citizens, industry and commerce are entirely dependent e.g. electricity and water companies. These can either be stand-alone training

measures or feature as part of a wider support plan for the power and water sectors.

Given the potential for small businesses in generating local economic development and job creation, kick-start measures for training measures for SMEs should be supported. This should involve support to potential suppliers of training e.g. train the trainer programmes which will eventually be able to respond to a new demand for training in businesses. While demand may be slow in coming forward, this will need some 'push' by way of awareness raising measures and projects demonstrating the importance of training for competitiveness in industry and commerce.

It is recommended that the Agency for Reconstruction take the lead in promoting management training and development in Kosovo by way of support to the projects proposed for management training in the utilities, SMEs and wider capacity-building measures for management development. Support in 2000 for the measures proposed would most likely be followed up in 2001 as management training needs are quantified and demand comes forward.

6. HIGHER EDUCATION

1. Context

TAFKO is presently managing a project for the physical rehabilitation of the University of Pristina. Initially conceived as the European Commission's contribution to the implementation of the "Education Agreement", this project had to be suspended at the end of 1998 due to the escalation of the events in Kosovo. The project was reactivated in October 1999 by TAFKO, its main goal being now to help the university to fulfill its main functions in terms of teaching, research, and administration. In the meantime, rehabilitation works at some university buildings have started (see Chapter 2, para.2.2).

2. Priorities for higher education

The future of higher education, which will include university education will be subject to the recommendations of the DESK working group on Higher Education and Research. In the meantime, EU support for university education will will depend on the date of eligibility of Kosovo for the EU's TEMPUS programme for cooperation in higher education in the framework of the future assistance programme for ex-Yugoslavia.

There is, in general, among representatives of European universities, a strong interest in establishing cooperation links with the University of Pristina. These (pilot) projects should mainly draw on:

a) Curriculum Development

The aim would be to improve the content and the quality of higher education through the introduction of new or restructured degree courses at Bachelor, Master or Doctoral level, including development and/or adaptation of related teaching aids and material (library, laboratory etc.).

b) University Management Reform

The aim would be to develop capacities at the University of Pristina and to give support to the implementation of a coherent reform concept in specific aspects of the university management, which the beneficiary institution has identified as a need (e.g. human resources management, information management systems, financial administration systems, library management, links with industry and employers, fund-raising strategies, etc.). Other interested donors in this field are the World Bank and the German GTZ.

c) Academic Mobility

The aim would be to organise teaching or studying assignments (2-12 months) at the University of Pristina or at one of the participating EU universities to familiarise with European study contents, methods and conditions and to develop intercultural competences as well as to deepen personal relationships.

Interested EU universities were asked to hand in, by mid-January, a draft project description including a detailed budget breakdown. To facilitate the creation of networks, it was also suggested to involve more than one EU university in the pilot projects.

Needless to say that these measures would have to be integrated in the overall DESK process and the DESK strategy for the higher education sector as mentioned above.

d) Research

As regards research, the University of Pristina is clearly suffering from many deficits. Scientific research was practically non-existent during the ten years of the "parallel system" of education. Many scientists have thus emigrated to Western Europe or North America. Moreover, scientific laboratories and equipment have been either destroyed or looted during the military conflict, particularly when the Serbs left the university.

The university therefore needs capacity-building measures to rebuild its research infrastructure and scientific knowledge, both for basic and applied research. Besides the physical rehabilitation of laboratories and the purchase of research equipment, specific measures could be considered to support individual scientists and their work, e.g. mobility/stipend programmes, integration into existing European research networks, "twinning" arrangements between research departments and institutes in the Member States and at the University of Pristina etc. This could include a measure to promote research co-operation and exchange between economists and economic researchers on core issues related to market economy transition and borrow on the knowledge and network of expertise already established through the ACE Programme (East-West economic research cooperation supported by the Phare and Tacis programmes).

Furthermore, the university should be provided with the necessary expertise to develop its own research strategies, at the beginning perhaps only in specific sectors, which seem to be crucial for the overall economic development of Kosovo (e.g. the agro-food industry, environment technology, agriculture, information technology). It could be envisaged to temporarily second an EU research expert to the university to assist in the development of a research and development strategy for Kosovo which could involve the university, industry and relevant authorities (UNMIK, government when elected).

Eventually, the university should be enabled to develop economic spin-off from its research activities with particular reference to SMEs, from which the local private sector would benefit and which would help to foster innovation and technological development in Kosovo. In this context, there should be also a clear link to any business development strategy for Kosovo of the international donor community. In the long run, the integration of the University of Pristina into existing European research programmes should be envisaged.

c) Education recovery programme – selected professions

While credit must be given for the achievements of the parallel education system, there may need to be a reflection on the quality and standards of professional education delivered by the parallel university. The key question is can those who have graduated in disciplines requiring highly specific skills, knowledge and practice (e.g. medicine, pharmacy, dentistry) during the "parallel years" be considered as having met the satisfactory levels of education and professional recognition?

This issue will be particularly sensitive. However, the question should be raised to determine firstly if those who have come through professional education in such adverse conditions would be willing to join a retraining or education recovery programme to compliment their their parallel studies and secondly to define how and what a recovery program would involve.

If recovery or supplementary education is to be considered it would require financial and professional support and would need to be dealt with by the relevant professional organisations as they become established or government bodies e.g. ministry of health in the case of medical doctors.

3. Conclusions and recommendations

The University of Pristina will play a significant role in the education, cultural and institutional development of Kosovo. The European Union is already committed to supporting developments at the university. This commitment has been for the most part on infrastructural improvements which should be continued by the Agency.

Infrastructure support should be complimented by measures to underpin management of the university, curriculum developments and international cooperation. It is recommended that the Agency for Reconstruction give priority to supporting the University with a view to integrating the University into a wider TEMPUS support mechanism in due course.

7. CONCLUSIONS AND FOLLOW-UP

The cessation of conflict in Kosovo in June 1999 has opened up a new chapter in Balkan history in mobilising international concern and support for the reconstruction of Kosovo. A number of steps have already been taken by the UNMIK interim adminstration in establishing primary institutions and a process of 'normalisation' has been put in motion to restore services and support mechanisms to the Kosovar community in their rebuilding effort. A key objective for the international community is to ensure peace, democracy and opportunities for Kosovo to re-etablish its economy. Education, employment and sustainable economic development will be central to all three.

Perhaps the most critical resource in post-war Kosovo and the resource with the most potential is its people. An investment in the people of Kosovo by way of technical and financial support for the reform and modernisation of education and training systems will be an important building block as Kosovo set out upon a road of social and economic reform.

This paper highlights the challenges, constraints and opportunities for education, training and management training for Kosovo and recommends a series of measures to support all three areas in the immediate post-war period. These are summarised in Annex 6 with indicative costings for consideration in the programming exercise to be undertaken by the Agency for Reconstruction in the first quarter of 2000. Assuming that these measures are considered for financial support, further elaboration in terms of detail of measures and breakdown of costs may be necessary.

Clearly, more strategic planning and resource allocations will be required to ensure more sustainable developments in Kosovo. These can only be addressed when institutions are in place and where Kosovars themselves will take responsibility for the planning and implementation of reforms. Until that time interim and preparatory reform measures will be required in the bid to provide education and training services in Kosovo.

As follow-up to the paper and programming exercise, further inputs and technical support from the European Training Foundation may be sought based on the contribution by the Foundation to TAFKO operations and wider knowledge, expertise and technical services of the Foundation in the Balkan region, including measures within the framework of the Stability Pact.

The stakes are high for Kosovo in its post-war reconstruction effort. The stakes are higher it its bid for economic reform and a market economy. Knowledge, skills and competence of its people will be a determining factor in the success of its economic transition. This will require significant investment and technical support over time in order to see the returns. The EU is set to be a major contributor to this investment.

ANNEXES

Museum of Kosovo building, office no. 4.05, Miladin Popovič Street, Prishtina, Kosovo
Satellite phone: +873.762.154.694, Satellite Fax: +873.762.066.019

Annex 1 Contact list

CONTACTS – EDUCATION

Steffi Schnoor,
Joint Head of Department
UNMIK Pillar 2
Education & Science Department
Government Building, 3rd floor
Pristina
Tel.: +381.38.500223, ext. 5566, fax exten. 5656, or +1.212.96.38.113
e-mail: steffieschnoor@hotmail.com

Agim Vinca,
Joint Head of Department
UNMIK Pillar 2
Education & Science Department
Government Building, 3rd floor
Pristina
Tel.: +381.38.500223, ext. 5566, fax ext. 5656, or +1.212.96.38.113
Email: agimvinca@mailcity.com

Ed Burke (DESK)
UNMIK Pillar 2
Education & Science Department
Government Building, 3rd floor
Pristina
Tel.: +381.38.500223 or +1.212.96.38.113
Eburke@hotmail.com

Sabine Pfeffer (Vocational education)
UNMIK Pillar 2
Education & Science Department
Government Building, 3rd floor
Pristina
Tel.: +381.38.500223

Stephen Johnson
Head of Mission
UNICEF
Z. Salihu st. 4
38000 Prishtina
Tel: 873 761 660 751
Email: sjohnson@unicef.org

Stephanie Carroll
The British Council
Xhemal kada 37
Dragodan
38000 Pristina.
Tel: +44 7867 908293

Lindita Tahiri
Kosovo Foundation for Open Society
Aktasj II, 38
38000 Pristina
Tel: 038 549116
Fax: 038 549 116
Email: kfos@soros.org.mk

Jonuz Salihaz
Interim Government of Kosovo
Ministry of Education and Science
Kompleksi Quafa segm. B. n° 20
38000 Pristina
Tel: +381 38 532 002

CONTACTS - LABOUR MARKET AND TRAINING

Lajos Hethy
Head of Labour and Social Employment Department
UNMIK Pillar 2 (Labour)
UNMIK Government Building 5th Floor
38000 Pristina.
Tel: 038 500 223 x 5748

Maurice Mezel
UNMIK Pillar 2 (Labour)
UNMIK Government Building 5th Floor
38000 Pristina.
Tel: 038 500 223 x 5430
Email: m_mezel@hotmail.com

Diego Osorio
UNMIK Pillar 2 (Labour)
UNMIK Government Building 5th Floor
38000 Pristina.
Tel: 038 500 223 x 5756
Email: osorio@un.org

Fatima Almana
UNMIK Pillar 2
Industry and Trade Department
UNMIK Government Building
38000 Pristina.
Tel: 038 500 223 x 5542

Mr. M. Thaci
Institute of Employment
Kompleksi Quafa
Pristina.
Tel: 038 549 179

Dr. Willi Karow / Matthias Riepe
GTZ / German Office for Reconstruction and Development
Rr Lenin 10
38000 Prishtina
Te: + 871 76 161 8568

Stephane Vengut / Mohamed Messaoudi
Triangle
Aradha e Shalës
Mitrovica
Tel. + 871 762 41 88 59
Email: Trianglekosovo@hotmail.com

Bekim Panxhaj
Cap Espoir Gjakovë
Rruga Heronjet e Popullit 91
Gjokovë.

CONTACTS – MANAGEMENT TRAINING

Mr. Besim Beqaj
Kosova Chamber of Commerce
Nëne Tereze 20
38000 Pristina
Tel: +381 38 524 741
Fax: +381 637 86 985

Mr. Ismail Sadiku
Association of Kosovo Businessmen
Dardania SU-5, L-6/03
38000 Pristina.
Tel: 038 524 464; 45 921

Mustafë Ibrahimi
Institute of Marketing
Kodra e Diellit, rr 1, h. IV, b. 6/1
38000 Pristina
Tel: +381 38 44 275

Muhamet Sadiku
Riinvest Institute
Nëne Tereze 7
38000 Pristina
Tel: +381 549 321/549 320
Fax: +381 549 321

Dr Berim Ramosaj
Faculty of Economics
University of Pristina
Bregu I cliellit II bl. 7
Pristina
Tel: 038 549 288
Fax: 038 549 288
Email: epc@mol.com.mk

Beth Lewarne
UNMIK Pillar 4
UNMIK Government Building E205
38000 Pristina.
Tel: 038 501 395 x 5500
Fax: 038 501 395 x 4019
Email: blewarne@barents.com

Renzo Daviddi
UNMIK Pillar 4
UNMIK Government Building E205
38000 Pristina.
Tel: 038 501 395

Rainer Pritzer
International Labour Organisation (ILO)
4 Zenel Salihu Street
38000 Pristina
Tel: 038 549 166
Fax: 038 549 167

Maurice Mezel
UNMIK Pillar 2 (Labour)
UNMIK Government Building 5th Floor
38000 Pristina.
Tel: 038 500 223 x 5430
Email: m_mezel@hotmail.com

Gani Dauti
International Management and Consulting Center
c/o Fabrika e Amortizatorée
Prishtina
Tel: 038 542 041
Fax: 038 542 104

Besim Hasani
Businessmen's Association of Kosova
Fabrika e Amortizatorée
Prishtina
Tel: 038 542 041
Fax: 038 542 104

Dr Nexhimi Rexha
Kosovar Marketing and Management Centre
Nazim Hikmet 15A
Prishtina
Tel: 381 38 549 686
Fax: 381 38 530 580
Email: n.rexha@computer.org

Isuf Berisha
KFOS
Aktasj II, 38
38000 Pristina
Tel: 038 549116
Fax: 038 549 116
Email: kfos@soros.org.mk

Robert Teunissen
European Training Foundation
Villa Gualino
65 Viale Settimio Severo
I – 10133 Turin.
Tel: +39 011 630 2214
Fax: +39 011 630 2200
Email: rte@etf.eu.int

CONTACTS - HIGHER EDUCATION

Name	Address
Steffi Schnoor, Joint Head of Department Sabine Pfeffer (vocational training)	UNMIK Pillar 2 Education & Science Department Government Building, 3rd floor Pristina Tel.: +381.38.500223, ext. 5566, fax exten. 5656, or +1.212.96.38.113 e-mail: steffieschnoor@hotmail.com
Agim Vinca, Joint Head of Department	UNMIK Pillar 2 Education & Science Department Government Building, 3rd floor Pristina Tel.: +381.38.500223, ext. 5566, fax ext. 5656, or +1.212.96.38.113 Email: agimvinca@mailcity.com
Ed Burke DESK, wider education issues Sabine Pfeffer Vocational education	UNMIK Pillar 2 Education & Science Department Government Building, 3rd floor Pristina Tel.: +381.38.500223 or +1.212.96.38.113 Eburke@hotmail.com
Joan Pearce Donor Coordination Utilities (Power sector)	UNMIK Pillar 4 Government Building Pristina.
Prof. Zejnel Kelmendi, Rector A. Geca, Vice-rector Mr D. Pupovci	University of Pristina Shesi "Nëna Tereze", pn, Pristina Tel./Fax: +381.38.500.540, 524.751, 526755 Internet fax: +1.435.514.15.93 e-mail: rektorati@uni-pr.edu, shmn@uni-pr.edu
Salih Maquedonci International Relations Officer	University of Pristina Shesi "Nëna Tereze", pn, Pristina Tel./Fax: +381.38.500.540, 524.751, 526755 Internet fax: +1.435.514.15.93 e-mail: rektorati@uni-pr.edu

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Mehmet Gërguri Director	The National and University Library of Kosovo 38000 Pristina Tel.: +381.38.528.940
Ismet Jashanica Manager	Students Centre University of Pristina Tel.: +381.38.23951 Fax: +381.38.524426 Mobile: +381.63.724.466
Richard Graham Maria del sol Marina	UNMIK university police c/o 2 Royal Green Jackets UNMIK Police Headquarters Pristina e-mail: riichardgraham@yahoo.com
Mr T.B. Gueie, Mr F. Fantini, Ms E. Pallaska, Mr A. Raifi,	International Management Group (IMG) RR. E Beogradit 35 38000 Pristina Tel.: +381.38.27.171, 24.373, 23541 Sat. phone: +873.7621.55384, 55385 Sat fax: +873.7621.55386
Mr A. Nixha, Mr L. Nixha	'Ingeniering' architect and design firm Pristina - via IMG address –
Reinhard Sterlika, head of office	WUS Austria Pristina Office University of Pristina Shesi "Nëna Tereze", pn, Pristina Tel./fax: +381.38.501.472 e-mail: prishtina@wus-austria.org
Terrice Bassler	Kosova Foundation for Open Society Banjaluka 38 Pristina Tel.: +381.38.22.878, 28.718 e-mail: terrice@ibm.net
Stephanie Carroll Director	The British Council Xhemal Kada 37 Dragodan, Pristina Tel.: +44.7867.908293 (UK mobile)

Matthias Riepe Coordinator Economic Development (Establishment of vocational training centres)	German Office for Reconstruction and Development (GORED) Office Pristina Rr. Lenin 10 38000 Pristina Tel.: +381.38.500.638 Sat tel.: +871.76.161.85.68 Sat fax: +871.76.161.85.69
Sigrid Steininger Österreichische Bildungsbeauftragte (Austrian Government Education Expert)	Dimitrije Cupovski 13/1 MK-91000 Skopje Tel.: +389.91.117169 or 117248 (temp.) Fax: +389.91.116902 e-mail: sigridst@mol.com.mk

Annex 2.

Project Title	ICT Library Network
Project Promoter	5 municipalities, National Library, KFOS/Kosovo Education Centre.
Rationale	This project is based on a need to modernise a library network whose resources were critically depleted through (a) war damage and looting and (b) an extensive period of under-investment in mainstream library developments, particularly information technology applications.
Objectives	The objective of the project is to promote access to information and learning materials as a complimentary measure to the DESK education reform initiative, and to underpin local democracy development through access to information and materials at local, regional and global level by way internet technologies.
Description	The project will kick-start innovation in library provision and services as a support framework for education, wider municipal services and development of democracy through access to information at local and regional level, and beyond.
Measures	The project will comprise the following meaures: • Establishment of a pilot library network across five municipalities with a view (a) to broadening the network of library provision across the Kosovar region to eventually include municipal libraries and information services, school libraries, business advisory and information centres etc. and (b) enouraging schools to make use of municipal library facilities; • Provision of ICT equipment for local area networks which allow library administrators and users to access

	information on library resources within the library, including internet access; ▪ Extension of each library local area network to the remaining 4 municipal libraries, establishing an inter-municipal network and service which would facilitate search and request facilities, inter-library lending services etc. in due course; ▪ Each library will establish a "communications' learning space" which will provide a facility for schools, community groups and the business community to learn ICT skills; the library will provide training to the various user groups in the locality; ▪ the 5 library network should additionally be linked to the National Library in Pristina and form the basis for a primary learning grid which could be extended to include other municipal and school libraries as the technical and administrative capacity of the participating municipalities is developed. This will be subject to an evaluation (technical, end-user) and financial resources (local, donor). ▪ Training of 30 librarian and information specialists and library managers employed at the libraries on information technologies, access and retrieval, including modern library management and administration. ▪ School Access Project: training of teacher/school librarians from primary, secondary and vocational schools in the municipality and surrounding districts on information access and retrieval, including a scheduling of access and ICT services to meet education needs.
Beneficiaries	5 municipalities Local citizenry Education , business and civic communities

Duration	1 year
Outputs	5 local areas networks established in each municipal library (selected by way of a call for proposals and based on a number of criteria to include telecommunications facilities in user catchment area. library building infrastructure and security assessment and existing capacities (ICT, human). an inter-library network established. 50 librarians, information specialists and administrators trained in modern information and communication technologies. Strategic plan for wider library technology developments
Other donors	Kosovo Open Society

Annex 3. Construction Proposal

CENTRE DE FORMATION PROFESSIONNEL dans le secteur du bâtiment

Monsieur Anthony Gribben,

Mitrovica, le 20 Janvier 2000

Cher Monsieur,

Comme convenu nous vous faisons parvenir une lettre d'intention concernant notre proposition d'action au Kosovo. Le programme que nous proposons à été établi en étroite consultation avec les autorités locales.

Introduction

Triangle Génération Humanitaire (TGH), est une ONG française qui est présente dans les Balkans depuis 1996. Dans cette région nous avons créer un centre de formation professionnel pour les enfants des rues de Tirana (financé par Phare), nous avons entre autre réhabiliter des écoles, assurer un programme de distribution alimentaire...
Dans le domaine de la formation professionnelle, TGH a également développé et crée une école de formation professionnelle à la restauration vietnamienne et française pour 800 jeunes - enfants des rues, orphelins ou jeunes issus de familles pauvres - à Hô Chi Minh Ville, République du Viêt Nam.

TGH opère au Kosovo, nous sommes basés à Mitrovica. Nous avons effectué un programme de distribution de nourriture et de produits non alimentaire dans la municipalité de Skenderaj (Serbica en serbe). Nous avons réhabilité 2 écoles dans la municipalité de Mitrovica (Baré et Vidishiq).
Nous réhabilitons 300 maisons en catégorie 3 et 4 (en partenariat avec le HCR) , nous assurons un programme psychosocial dans 5 écoles auprès d'enfants âgés de 7 à 14 ans, toujours dans la municipalité de Skenderaj.
TGH débutera en février, un programme de Centre Communautaire pour Jeunes sur la ville de Skenderaj.

Titre de l'action proposée :
Création d'un Centre de Formation Professionnel dans le secteur du bâtiment.

Le contexte :

Les dommages causés par la guerre au Kosovo, évalués par le HCR, sont de 75 % de destruction. Les habitations sont classées par catégorie de 2 à 5. Les maisons des catégories 2, 3 et 4 sont endommagées mais récupérables. Elles représentent 35 % des évaluations. Celles des catégories 5 sont, elles, complètement détruites. Elles représentent 52 % des évaluations. Au total, ce sont 64,000 maisons endommagées. Avec des pics de destruction de 87 % comme c'est le cas pour la région de Skenderaj, nous estimons que 4 années seront nécessaires pour retrouver le parc immobilier d'avant guerre. Cette réhabilitation touche aussi bien le gros œuvre (maçonnerie, charpente) que le second œuvre (électricité, plomberie, peinture etc...).

Triangle Génération Humanitaire
93 rue du Bourbonnais 69 009 LYON
Tél : 00 33 4 72 20 50 10 / Fax : 00 33 4 72 20 50 11 / E mail : association.triangle@wanadoo.fr
E mail Kosovo : trianglekosovo@hotmail.com

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Avec la réhabilitation commencée au mois d'octobre, de nouveaux matériaux ont fait leur apparition sur le marché tel que le placoplâtre, le siporex, les mousses polyuréthanes, le polystyrène etc.... D'autres continuent à se développer. C'est le cas pour le carrelage et la tuyauterie sanitaire. Ces matériaux nécessitent la connaissance de techniques nouvelles, la connaissance des risques d'utilisation, des dangers à prévenir et de leurs effets.
Il y a un besoin dans la formation des jeunes mais aussi dans la formation d'adultes professionnels.

A partir de notre travail sur le terrain, nous avons pu identifier, par observations et recensements, les principaux manques de formation des artisans actuels des métiers du bâtiment. Il s'agit de :

- L'organisation dans le déroulement du travail,
- Les connaissances technologiques (résistance, force, capacité, spécificité des matériaux),
- La connaissance de la lecture de plan,
- La connaissance sur la diversité des techniques,
- La rigueur dans la finition (peinture, carrelage, menuiserie).

1. Présentation générale

1.1 Cadre institutionnel

Triangle Génération Humanitaire désire, pour des garanties de pérennisation et de professionnalisme, créer un partenariat entre l'UNMIK, la municipalité kosovar et un lycée technique d'enseignement professionnel français.

1.2 Lieu d'implantation

Le centre sera ouvert à Mitrovica, principale ville du nord-ouest du Kosovo. Cette région a particulièrement souffert de la guerre avec une destruction plus importante qu'ailleurs.

1.3 Pérennité du centre

Le centre ne peut être crée que sans un partenariat fort entre les autorités compétentes internationales (UNMIK, OSCE, PNUD), nationales (Ministère de l'éducation, municipalité de Mitrovica) et Triangle Génération Humanitaire. Ce centre sera remis entre les mains du Ministère de l'éducation kosovar après trois années de présence de TGH. Le centre pourra être financé par la banque mondiale ou le PNUD après le départ de Triangle.

1.4 Les objectifs généraux

Nos objectifs doivent atteindre l'individuel mais aussi le collectif :

- répondre aux besoins de manœuvre qualifiée et compétente,

Triangle Génération Humanitaire
93 rue du Bourbonnais 69 009 LYON
Tél : 00 33 4 72 20 50 10 / Fax : 00 33 4 72 20 50 11 / E mail : association.triangle@wanadoo.fr
E mail Kosovo : trianglekosovo@hotmail.com

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- participer à l'amélioration de l'habitat.
- participer à la reconstruction du réseaux éducatif et de la formation professionnelle.

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1.5 Les objectifs opérationnels

- créer un centre de formation,
- mettre en place une formation articulée entre les professionnels et les stagiaires,
- développer les connaissances et les compétences des professionnels en vue de la reconstruction de l'habitat,
- motiver les professionnels à l'amélioration de leurs techniques,
- créer une formation diplômante reconnue par les autorités officielles.

1.6 Résultats attendus

- mettre à disposition une main d'œuvre qualifiée,
- créer une structure de formation pérenne,
- réussir l'intégration de nouvelles techniques et de nouveaux matériaux,
- créer une dynamique de formation technique (référence).

1.7 Impact sur la population

- donner un accès à une meilleure qualité et viabilité de l'habitat,
- stimuler le tissu économique,
- offrir aux jeunes une possibilité de formation supplémentaire et utile.

1.8 La population ciblée

Les stagiaires seront principalement masculins. La tranche d'âge est comprise entre seize et quarante ans :

- les jeunes entre 16 et 22 ans,
- les professionnels entre 26 et 40 ans,
- les professeurs de lycée technique (âge indifférent),
- les professeurs de matières générale (âge et sexe indifférents).

2. La formation

Avant la formation des élèves et des professionnels, une formation destinée aux professeurs d'enseignement technique doit être effectuée. Cette formation intensive (formation de formateurs) est une remise à niveau et un complément pédagogique afin qu'ils acquièrent de nouvelles techniques de transfert des savoirs. Ceci pour être en adéquation avec la stratégie de formation.

Triangle Génération Humanitaire
93 rue du Bourbonnais 69 009 LYON
Tél : 00 33 4 72 20 50 10 / Fax : 00 33 4 72 20 50 11 / E mail : [illegible]ation.triangle@wanadoo.fr
E mail Kosovo : tr_ingkosovo@hotmail.com

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2.1 Plan de formation

Formation des professeurs :

L'intitulé de cette formation est « **formation de formateur** ». Ceci répond aux méthodes indispensables des transferts de compétences.

Objectif : à la fin du cursus les professeurs doivent être capable de former un public adulte. Pour cela, ils doivent avoir acquis les méthodes et savoir-faire suivants :

- Comprendre le groupe : les phases du groupe,
  forming, storming, norming, performing et le deuil.
  l'animateur et le leader, le pouvoir et l'autorité.
- Les grands courants pédagogiques : classiques et nouveaux,
  leur concept,
  les positions de l'animateur et du stagiaire.
- Les méthodes pédagogiques : la dynamique de groupe,
  les repères,
  l'interactivité.
- Les outils pédagogiques : la vidéo scopie,
  les affiches,
  le dessin,
  les prototypes,
  le brainstorming,
  les transparents,
  l'analogie,
  le chantier.
- Les évaluations : contrôle des acquis (avant),
  contrôle de l'évolution (pendant),
  évaluation finale.

Formation des professionnels

Objectif : à la fin du cursus les stagiaires devront avoir intégrés dans leur corps de métier :

- L'organisation dans le déroulement du travail,
- La connaissances technologiques (résistance, force, capacité, spécificité des matériaux),
- La connaissance de la lecture de plan,
- La connaissance sur la diversité des techniques et les nouveaux matériaux,
- La rigueur dans la finition (peinture, carrelage, menuiserie).

Triangle Génération Humanitaire
93 rue du Bourbonnais 69 009 LYON
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E mail Kosovo : triangleksovo@hotmail.com

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Formation des élèves :

Objectif : à la fin du cursus les élèves doivent avoir une connaissance technologique et pratique de leur corps de métier.

Ex : Plâtrier – peintre

Atelier :
cour théorique sur :

- l'outillage
- l'organisation du travail,
- l'implantation,
- le liaisonnement,
- les cloisons,
- les plafonds,
- les isolants,
- les peintures acryliques, glycérophtaliques, vinylique,
- le papier peint.

Cours pratique : application de la théorie par la construction sur une petite surface (travail individuel), sur grande surface (travail collectif).
Des cours pratiques sous forme de stage chez les acteurs de réhabilitation seront mis en place. De même, la réhabilitation complète d'une maison sera un outils pédagogique du centre à la fin de la première année. Moyennant un prix à la journée inférieur au marché professionnel, ces chantier seront au delà de leur aspect formatif, un revenu pour le centre.

2.2 Stratégie de formation

L'idée est de former des jeunes aux métiers du bâtiment articulé autour d'un complément de formation pour les professionnels. Ceci afin de créer un lien étroit entre les anciennes techniques et les nouvelles, de même pour les matériaux. Cela mettra en profit l'expérience des professionnels aux services des jeunes et accélèrera le processus formateur. Cette formation sera dispensée à 72 jeunes sur une période de 2 ans (une année de formation intensive et une année de stage chez un artisan ou entreprise). Chaque année, ce centre accueillera 72 nouveaux élèves. Ils seront répartis en groupe de 12. Six corps de métier leur seront proposés.

La formation des professionnels concernera 48 adultes par an. Cette formation sera gratuite pendant 3 ans (afin de répondre à l'urgence des besoins), puis cette formation pour adulte deviendra payante afin d'assurer une source d'autofinancement pour le centre. Ils seront répartis en groupe de 12 par session de 3 mois. Les corps de métier proposés seront les mêmes que pour la formation des jeunes. Seul les contenus changerons.
Ces corps de métiers sont :

- maçon,
- charpentier,
- électricien,
- carreleur,

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Tél : 00 33 4 72 20 50 10 / Fax : 00 33 4 72 20 50 11 / E mail : association.triangle@wanadoo.fr
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- plâtrier / peintre.
- chauffagiste / plombier.

Planning :
La formation peut commencer au plutôt c'est à dire Juillet 2000.
Elle démarrera par trois phase successive : 1 formation des professeurs – 2 la formation des professionnels – 3 la formation des jeunes.

Méthode :

Le déroulement du processus formateur sera sensiblement toujours le même :

- discussion des expériences
- apport de connaissances
- élaboration de stratégies de travail
- testes sur le terrain
- mise en commun, synthèse.

3. Estimations des besoins actuels au Kosovo

Avec ces 65,000 maisons endommagées dont 34,000 de catégorie 5 complètement détruites, les besoins en main d'œuvres qualifiées sont importants. Nous pouvons les évaluer à partir des besoins pour la construction d'une maison.

La surface d'une maison kosovar moyenne est 65 m² au sol sur deux étages.
Cela demande pour sa réalisation :

- 4 maçons / 15 jours,
- 2 charpentiers / 10 jours,
- 3 électriciens / 7 jours,
- 2 plâtrier peintres / 15 jours,
- 2 plombiers / 8 jours ,
- 2 carreleurs / 8 jours.

La durée des travaux dépend de la demande des spécificités à réaliser. Ces données sont une moyenne constatée sur le terrain.

34,000 maisons à construire sur une période d'un an représente :

- 6700 maçons
- 2300 charpentiers,
- 2300 électriciens,
- 3300 plâtrier peintres,
- 1800 plombiers,
- 1800 carreleurs.

Le calcul de temps comprend 1 jour de repos par semaine et 5 jours fériés dans l'année. Il ne tient pas compte de l'activité réduite pendant le ramadan, des besoins pour finir la réhabilitation des maisons de catégorie 3 & 4, la réhabilitation des écoles en catégorie 5 et des demandes importantes de construction en neuf.

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4. Budget

Le budget total de ce programme est de 1 398 100 EURO soit un coût unitaire par personne de 11 650 EURO.
Le coût de construction du centre de formation est de 450 000 EURO.

Nous restons à votre disposition pour tous renseignements complémentaires.

Nous vous prions d'agréer, Monsieur, l'expression de nos salutations distinguées.

Mohamed Messaoudi
Head of Mission – Kosovo

Stephane Vengut
Coordinateur du Programme

Triangle Génération Humanitaire
93 rue du Bourbonnais 69 009 LYON
Tél : 00 33 4 72 20 50 10 / Fax : 00 33 4 72 20 50 11 / E mail : [illegible]ation.triangle@wanadoo.fr
E mail Kosovo : trianglekosovo@hotmail.com

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Contrat d'opération No. :

Nom du Partenaire : TRIANGLE GENERATION HUMANITAIRE

DECOMPOSITION DU BUDGET DEFINI DANS LE CONTRAT D'OPERATION

Les cases "noires" ne sont pas utilisées

Code	Objet	Quantité	Unité	Durée	Unité	Prix unit. (EURO)	Montant de base (EURO)	Montant total (EURO)	Coûts Directs %	Coûts Directs ECU	Coûts Administratifs %	Coûts Administratifs ECU
01	PERSONNEL						273 000,0	273 000,0				
01.01	Personnel Expatrié						144 000,0	144 000,0				
01.01.01	personnel spécialisé	3	Personne	12	Mois	3 500,0	126 000,0	126 000,0				
01.01.02	personnel assistant	6	Personne	1	Mois	3 000,0	18 000,0	18 000,0				
01.02	Personnel Local						129 000,0	129 000,0				
01.02.01	personnel spécialisé	16	Personne	12	Mois	450,0	86 400,0	86 400,0				
01.02.02	personnel assistant	5	Personne	12	Mois	350,0	21 000,0	21 000,0				
01.02.03	personnel d'appoint	6	Personne	12	Mois	300,0	21 600,0	21 600,0				
02	PRODUITS ALIMENTAIRES											
03	INTRANTS AGRICOLES											
04	PRODUITS MEDICAUX											
05	PRODUITS DE PREMIERE NECESSITE											
06	ABRIS TEMPORAIRES											
07	EAU ET ACTIVITES SANITAIRES											
08	REHABILITATION D'URGENCE						450 000,0	450 000,0				
08.01	construction d'un centre de formation						450 000,0	450 000,0				
09	FRAIS DE DISTRIBUTION											
10	TRANSPORT						39 600,0	39 600,0				
10.01	Transport international						18 000,0	18 000,0				
10.01.01	transports entrepris par le partenaire	3	unit	6	Mois	1 000,0	18 000,0	18 000,0				
10.02	Transport local						21 600,0	21 600,0				
10.02.01	transports entrepris par le partenaire											
	location véhicule 4*2 et 4*4	2	unit	12	Mois	900,0	21 600,0	21 600,0				
11	AUTRES SERVICES						9 600,0	9 600,0				
11.01	Equipement de communication											
	Communication fax / téléphone	1	unit	12	Mois	300,0	3 600,0	3 600,0				
11.02	Stockage local											

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12	FORMATION							490 500,0	490 500,0				
12.01	Matériels et matériaux de Formation Technique							483 000,0					
12.01.01	Kit Maçon	1	Unité	12	Mois	60 000,0		75 000,0					
12.01.02	Kit Charpentier-Menuisier	1	Unité	12	Mois	82 000,0		110 000,0					
12.01.03	Kit Electricien	1	Unité	12	Mois			63 000,0					
12.01.04	Kit Carreleur	1	Unité	12	Mois			58 000,0					
12.01.05	Kit Peintre-Peintre	1	Unité	12	Mois			75 000,0					
12.01.06	Kit Chr ffrigoris-Plombier	1	Unité	12	Mois			82 000,0					
12.02	Matériel et consommable de Formation Général							27 500,0					
12.02.01	Kit d'enseignement de Langue	1	Unité	12	mois			1 500,0					
12.02.02	Kit Informatique	1	Unité	12	mois			10 000,0					
12.02.03	Kit Dessin Industriel et Artistique	1	Unité	12	mois			6 000,0					
13	PROGRAMME DE VISIBILITE							2 000,0	2 000,0				
	forfait visibilité	1		12	mois	2 000,0		2 000,0	2 000,0				
14	AUTRES												
15	RESERVE							6 300,0	6 300,0				
	réserve							6 300,0	6 300,0				
	TOTAUX :							1 271 660,0	1 398 160,0	0,0	63 500,0	0,0	63 500,0

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Annex 4. Local Development Proposal

LOCAL AGENCY FOR THE DEVELOPPEMENT OF THE SME IN GJAKOVA TOWN

CAP Espoir ***Gjakovë***

DECEMBER 1999

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CAP Espoir

agence de développement
des petites et moyennes entreprises

La reconstruction du Kosovo va commencé dans les semaines et mois avenirs et ce dans différents domaines telle que l'habitation, l'administration, l'enseignement, l'infrastructure, l'agriculture et l'économie.

Un des plus grand chalenge a affronter, consiste dans la reconstruction du tissu économique afin de permettre de sortir la population de l'assistance humanitaire.

Cet objectif ne pourra etre atteint qu'avec l'aide de la Communauté Internationnale, de l'Union Européenne, des administrations locales, des ONG et avec la participation de tous les acteurs et partenaires locaux.

La reconstruction économique se fera en renforcant les forces vives existantes et en stimulant les jeunes entrepreneurs a créer de nouvelles entreprises de production, de service, de commerce de proximité.

L'agence locale, *CAP Espoir* est composé d'experts kosovars en économie, de consultants juristes et technologues capable de donner une réponse rapide et efficace aux entrepreneurs.

En alliant "volontés des entrepreneurs et conseil de l'agence de développement" nous sommes parvenus a remettre sur pied plus d'une 100 de petites entreprises dans les principales villes et villages.

laboratoire médical
entrepreneur
production textile
production artisanale
agence de voyage
bureau d'architecture
boucherie
épicerie
exploitation agricole etc..

L'agence *CAP Espoir* de développement des petites et moyennes entreprises s'est mis comme objectif de répondre aux besoins des entreprises et des entrepreneurs dans différents domaines :

- Assistance Management, Marketing, Economique, Juridique (étude de faisabilité, plan d'entreprise, plan financier)
- Assistance technique (information sur les nouvelles technologies et nouvelles techniques)

- Assistance financiere (via des fonds de garantie, des grounds, des prets)
- Assistance dans la création de partenariats entre des entreprises Kosovars et étrangeres

- Formation, training et séminaires (secteurs professionnels, business, marketing, informatique, Windows, Office, Word etc...)

L'agence locale est l'outil de développem
la porté de tous.Elle est le relais indispensa
entre le citoyen entrepreneur et l'Administra
les Organisations gouvernementales et nor
gouvernementales et les autres bailleurs de
fonds.

Outre ces actions directes dans la créatic
d'entreprise elle joue un role pédagogique d
l'apprentissage de l'économie de marché et
amorce une chemin important a l'époque de
Mondialisation du Commerce.

La premiere agence locale de développem
CAP Espoir est née a Gjakove avec le sou
de l'ONG belge *C.I.R.E.* en octobre 1999.
La seconde vera le jour en janvier 2000 a P
avec le soutient de l'ONG hollandaise *D.R.F.*

CAP Espoir Gjakove
muga Haronjat e Popullit 91
tel & fax 99 381 390 24 837

CAP Espoir Peje
muga Ibrit 1 Pejé
tel & fax 99 381 390 24 837
tel sat 00871 762 155 995
fax sat 00871 762 155 997

Directeur PANXHAJ Bekim
Editeur responsable Arta Design

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APPLICATION FOR A BBO GRANT FROM THE EUROPEAN COMMISSION

APPLICANT INFORMATION

1	A NAME OF APPLICANT ORGANISATION	CAP Eksport sh.p.k.v.o
	B FULL ADDRESS	rruga Heronjet e Popullit 91 Gjakovë - Kosovë
	C TELEPHONE, FAX	TEL 0390 24 837 FAX 0390 24 837, Arch. Bekim PANDHAJ
	D NAME AND TITLE OF PROJECT MANAGER	Arch. PANDHAJ Bekim, Directeur CAP Eksport and Project Manager
	E NATURE OF APPLICANT ORG	Non Profit and Non gouvernementa! Organisation
	F DATE AND REFERENCE OF REGISTRATION	July 1999 in Gjakovë
	G GENERAL OBJECTIVE, AIMS AND ACTIVITIES	CAP Eksport is a local agency for the developpment of S.M.E. in Gjakove municipality. The agency is providing : Assistance in the management, business and marketing Financial assistance and information about credit,grants, donation Technical assistance, information and technical production Assistance for creating partners between kosovar and foreign firm Organisation of training, courses, professionals seminaires for SME Assistance and support the return of kosovar refugees from Belgium with developping an Economic projlict and reconstruction assistance
	H LIST OF NAME AND ADDRESS OF TWO REFEREES	UNMIK Gjakovë, miss Zamira ESHMANBETOVA, Municipal Admin. Gjakovë Nené Tereze City Hall, 0390/30 005, 076, 175, 023 CIRE org, Luc HENKIMBRANT, international project director rue du vivier Bruxelles, Belgium 00322 644 17 17
	I LIST OF ANY CURRENTS PROJECTS	October 1999 Return of 100 Kosovar refugees from Belgium with creating a entreprise, program financed by European Commission July 1999, training and cursus in business and marketing for refugees
	J ANNUEL BUDGET OF THE ORGANI.	
	1998	No
	1999	45000 DM
	2000	45000 DM
	K LIST THE NAMES OF THE PRINCIPAL FINANCIAL CONTRIBUTORS	CIRE belgian NGO DRA holland NGO
2	BANK DETAILS	
	BANK NAME	COMMERCIAL BANK - Shkupje MACEDONIA
	ADDRESS	
	BANK CODE	
	ACCOUNT NUMBER	
	NAME OF ACCOUNT HOLDER	Bekim PANDHAJ, Directeur
3	PROJET DESCRIPTION	
	A PROJECT TITLE	DEVELOPPMENT OF LOCAL AGENCY FOR DEVELOPPEMENT OF THE SME
	B PROJECT LOCATION (MUNICIPALITY)	5 municipalities and villages in the region of PEJA (Gjakove, Peja, Dezan, Klina, Ieleg)
	C OBJECTIFS OF THE PROJECT WHAT ARE THE BASIS AIMS?	Developping the capacity of the local Agency, CAP Eksjor for the developpement of SME

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	WHAT MESURABLE RESULTS ARE EXPECTED FROM THE PROJECT?	The local agency will do training and cursus in business and marketing for the entrepreneurs and local people. The agency will developpe and stimulate the new entrepreneurs in the creation of their own entreprise and support the existing entreprise. This project will help people to leave the humanitarian assistance
	WHO AND APPROXIMATELY HOW MANY WILL BENEFIT FROM THE PROJECT?	Directly: 100 trained peoples in Business and Marketing who want to developpe an existing entreprises and create a new entreprise in the Peja region This project will also assist people present in Kosovo or refugees to restart an economic activity Undirectly: More than 120 000 inhabitants in the south west part of Kosovo who will have a chance to get a better service from the market, entreprise in Gjakove, Peja, Decan, Prizren, Rahovec, Malisheve Klina and others villages of the municipalities
6	PROJECT DESCRIPTION AND TIME-SCHEDULE	The program could start on the beginin of february 2000 for total period of 14 weeks
1	THE PROJECT PRINCIPALY CONCERNS	
	BRIEF DESCRIPTION OF ACTIVITIES TO BE UNDERTAKEN	
	PLANNED ACTIVITIES	week 1,2 Publicising Project Information on the training courses Purchase of equipment and didactic materials Registration and selection of candidate week 3,4 First training session with 20 candidate* week 4,5 Second training session with 20 candidate* week 6,7 Third training session with 20 candidate* week 8,9 Forth training session with 20 candidate* week 10,11 Fifth training session with 20 candidate* week 12,14 Evaluation, report of the program, Economic impact Resultat, report and "delivery of certificat for the candidat, faisability study, financial assist.
4	RELATED ACTIVITIES FINANCED FROM OTHERS SOURCE	
5	DESCRIPTION OF SUPPLIERS	The equipment will be selected to obtain the "Best value for money" and for the best quality
6	NAME AND FUNCTION OF THE PROJECT MANAGEMENT TEAM	Arch.PANDHAJ Bekim, director Ing. Besim SHEHU, trainer program Iliriana Vasvasija, economist Smaj Bajrami, economist Edita Rexha, secretaire
7	NEXT FINANCIAL SUPPORT	DRA ngo and CIRE ngo
8	VISIBILITY OF THE EUROPEAN COMMISSION SUPPORT	European Union support will be present on the certificates, leaflets and on any documents. Stickers on the local agency and on the front door of each realised project
	SIGNATURE	Bekim PANDHAJ,SHF
	NAME AND TITLE	Bekim PANDHAJ, CAP Espoir's director
	DATE	25.12.99
	PLACE	GJAKOVE

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CURRICULUM VITAE

Name , last name	**SMAJL BAJRAMI**
Date of birth:	**11.06.1950**
Nationality :	**ALBANIAN**
Sex :	**MALE**
Marital status :	**MARIED**
Profession :	**GRADUATED IN ECONOMIKAL FACULTY**
Graduation theme :	**TRAINING IN MARCKETING**
Working experience :	**25 YERS WORK IN THIS PROFESSION**
Language :	**DEUTSCHE, CROATION**
Other advances :	**EXPERTIS IN ACOUNTMENT**
Field of work :	**ACOUNTMENT SERVICE**
Driver licence :	**B**
Adress :	**PEJË OZRENIT 27**
Telephone, fax, Email :	039 23 045, 29 171

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CURRICULUM VITAE

Name , last name	**Besim SHEHU**
Date of birth:	**02.01.1942**
Nationality :	**ALBANIAN**
Sex :	**MALE**
Marital status :	**MARIED**
Profession :	**INGENIEUR EN MECANIQUE**
Graduation theme :	**ANALYSE DES FORCES DES CONSTRUCTIONS SOUDEES**
Working experience : 1999	**1963-1968 RESPONSABLE DE PRODUCTION EN** DANS L'EXPLOITATION DU LIGNITE DANS LE TRAITEMENT DU METAL DANS LE MONTAGE DES CAPACITES DEMONTAGE DE L'ELECTRO-ENSUETIQUE **1969-1981 ENSEIGNENT AU CENTRE TECHNIQUE DE OBILIQ, VICE DIRECTEUR DU CENTRE** **1982-1990 DIRECTEUR DU CENTRE TECHNIQUE** **1990-1998 CONSEILLER DANS L'INSTITUT PEDAGOGIQUE** **1999 INSPECTEUR AU MINISTERE DE L'ENSEIGNEMENT**
Language :	**ALBANIAN,CROATISH- SERBIAN, RUSSE, FRANCAIS**
Other advances :	**COMPJUTER TEACHER ETC.**
Field of work :	**INSPECTEUR AU MINISTERE DE L'ENSEIGNEMENT**
Driver licence :	**B**
Adress :	**PRISHTINË DARDANIA SU 5/8 LAM F.26**
Telephone, fax, Email :	**038 525 094**

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CURRICULUM VITAE

Name , last name	**MIRLIND BRUQI**
Date of birth:	**22.01.1968**
Nationality :	**ALBANIAN**
Sex :	**MALE**
Marital status :	**NOMARIED**
Profession :	**MASTER OF TECNICAL SCIENCES**
Graduation theme :	**POSTGRADUATE STUDY**
Working experience :	**ASSISTENT IN CHAIR FOR TEKNICAL SCIENTIFIK PROGRES**
Language :	**ALBANIAN,ENGLISH,CROATISH SERBIAN**
Other advances :	**ASSISTENT,COMPJUTER TEACHER ETC.**
Field of work :	**COMPJUTER SERVIS**
Driver licence :	**B**
Adress :	**PRISHTINË AKTASH III BLLOKU 7 ENTREE 6 1/1**
Telephone, fax, Email :	038 20 589

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CURRICULUM VITAE

Name , last name	**ILIRJANA VESVESJA**
Date of birth:	**27.09.1961**
Nationality :	**ALBANIAN**
Sex :	**FEMAL**
Marital status :	**MARIED**
Profession :	**GRADUATED IN ECONOMIKAL FACULTY**
Graduation theme :	**TRAINING IN MARCKETING**
Working experience :	**12 YERS WORK IN THIS PROFESSION**
Language :	**ENGLISH, SERBIAN**
Other advances :	**EXPERTIS IN ACOUNTMENT**
Field of work :	**ACOUNTMENT SERVICE**
Driver licence :	**B**
Adress :	**GJAKOVË, SHIRINE BROVINA**
Telephone, fax, Email :	0390 20 984

Annex 5 **DRAFT CONCEPT NOTE**

Assisting KLA demobilisation: training and labour market re-integration

1. CONEXT

Following the cessation of conflict in Kosovo there is significant political interest by the international community to promote the demobilisation of the region's army established to protect the Kosovar Albanian community from Serb aggression. Post-war data gathered in the field by the International Organisation for Migration puts the number of ex-soldiers at just under 9,000[1].

With a deadline for complete demilitarisation by 19 September 1999 a key challenge for the international organisations in the region is how to ensure order on a significant number of young soldiers as they move from a structured and disciplined military environment back into civilian life where employment, in particular, is scarce. This note puts forward some concrete project ideas which would prepare former soldiers for labour market re-integration through training and other active employment measures.

2. OBJECTIVE

The objective of this note is to propose measures to assist Kosovo in its process of demilitarisation with particular reference to getting KLA soldiers into sustainable employment through targeted training actions and other active employment measures.

3. SUMMARY OF KEY FACTS

Key data from the IOM survey underlines the urgency of putting in place active employment measures to meet the demobilisation objective of the international community while supporting the wider objective of bringing socio-economic stability to the region.

The data gathered covered a number of criteria which will assist the post-war employment preparations for this target group. The data include :

- age, sex ;
- pre-war education and training achievements;
- employment status before joining KLA;
- post-war employment preferences.

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[1] Data collection at official KLA assembly areas took place 23/7/99 - 16/8/99.

In summary, the data indicates that 98% of KLA soldiers were male. Approximately 70% of soldiers are under 30 years of age with the under 40 age-group peaking at just over 92%.

Some 36% of soldiers were unemployed before signing-up, with 22% following education or training courses at the time of inscription. Approximately, 17% of soldiers surveyed had been employed in industry/commerce or the public sector. Some 25% of the respondents had been self-employed before the war.

When asked which employment field would be preferred after demobilisation (see Table 5) over 2,000 indicated that as first choice they would prefer to continue within a military career. This figure combined with those interested in following a police career accounted for 58% of soldiers surveyed.

While efforts are being made to integrate former KLA members into the new police force and opportunities may evolve as a Civil Defence Corps is planned (with the objective of assuring security for the Kosovo region) the likelihood that such opportunities will meet the aspirations of even a small proportion of those surveyed is minute. Further, time-frames for the establishment of full staff compliments of the new police force and civil defence corps will not necessarily satisfy ex-soldiers employment needs given that their employment is urgent to meet personal and family needs[2].

A significant number of ex-combatants demonstrated interest in working within civil administration. This was particularly attractive to those with high school diplomas or higher qualifications. Given the preparations underway to establish new civil structures, which should include plans for the training of officials (all levels) to work in the administration, some specific preparatory and training measures for staff to work in the future administrations could be piloted with a sub-group of the ex-KLA forces.

Of those soldiers who had been self-employed before joining the KLA, 32% indicated that they would return to their previous economic activity. The remaining previously self-employed group indicated they could pick-up where they left of but that financial support would be necessary for start-up e.g. to refurbish property pilfered or destroyed in the conflict. Some 18% were confident that they could resume self-employment without any difficulty. In summary, it would appear that a sizeable number of the pre-war self-

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[2] In addition to responsibility for large numbers of children and dependants of young soldiers, the survey also indicated that some 76% of ex-combatants' households had been partially or totally destroyed in the war and that all intended to repair or rebuild. This factor further underlines the degree of stress under which young ex-soldiers are subjected.

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employed could re-establish employment opportunities but considerable financial or material support will be required to underpin this effort.

Of those soldiers who were employed in industry and commerce before the war, the level of interest in returning to the same job was low. With 73% preferring to move into different areas of employment, the implications for re-training would be considerable.

The survey went further in examining the interest and expectations of the 8,020 vis-à-vis training and re-training. Of the total target group, 1,684 ex-KLA (21%) felt that training could help them find a new profession, while 34% were of the opinion that training could assist them in getting back into the labour market and do better on the job.

4. Training implications for ex-KLA soldiers

The results of the IOM survey paint a picture of hardship in terms of unemployment in personal and family terms but with indications of optimism, given clear signals as to preferred new career orientations. Given the political significance of ensuring a fast integration of such a large group of ex-combatants into sustainable employment, the survey would suggest that a concerted effort in terms of employment preparation and training is required to get the ex-soldiers back into civil employment.

While personal hardship associated with unemployment, particularly those with family dependants, is clearly a concern for any specific group of unemployed, the necessity to give specific attention to the ex-soldier group in order to avert, in particular, discontent and protest speaks for itself.
While further data and validation will be required to define a project plan more fully, including a dialogue with the KLA command structure, a number of concrete measures necessary to address the training and employment needs of the ex-KLA group can be identified at this stage[3].

a) "At risk" group – counselling and basic skills' development

The IOM survey indicates that a significant number of ex-combatants had no qualifications or had never been employed before the conflict. In general terms this is the group which will be most difficult to integrate into the labour market and hence be more likely marginalised in the bid for jobs. This sub-group could also represent the greatest risk to order in ex-KLA ranks.

Official and self-report data on duration of unemployment of this sub-group do not exist. Nonetheless, given the age profile of the ex-combatants

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[3] Although the survey clearly demonstrated future job interest by the ex-combatant group in police and military careers, this note does not address the training requirements for the new police force (or future civil military operations) for which strategic planning and recruitment campaigns are already underway.

surveyed, it is probable that this group is, or comprises a hard core of individuals with very little experience of structured civil employment. Consequently, the "at risk" group will need specific job counselling and employment preparation, including targeted training to get them back into the labour market. A tracking system over a period of 12 - 18 months, with additional counselling and training on-the-job, in co-operation and agreement with employers, would ensure that ex-combatants in new jobs are facilitated into working life guarding against early drop-out.

A range of employment counselling and advisory services, including basic training will be required to assist long-term unemployed and those with little or no skills to get back into the labour market. A dialogue and planning process with local employers at municipal level will be necessary to ensure quick integration into jobs.

This measure should be backed up with an employer support mechanism to ensure adaptation to civil working environments. Training in the workplace or day-release schemes will ensure that the employees' skills (personal, occupational) are enhanced. Training measures would need to be aimed at getting ex-soldiers into available jobs. These may not necessarily have a long-term duration but the objective would be to engage the trainee into an employment structure where he can learn an employment culture and develop new skills. Possible employment areas which could be considered include:

- village employment and training measures, which combine public works and training programmes, and could assist village communities to redevelop their local infrastructure and services to unemployed[4];
- reintegration training, concentrating on developing personal, educational (literacy and numeracy) and vocational skills;
- community development training support aimed at creating jobs providing services to local communities.

Short-term courses which aim to provide ex-combatants with technical skills relevant to employment could additionally be considered for those with an established range of basic employment skills. To determine the type and level of such short-skills courses, an in-depth assessment of the potential for job creation in Kosovo would first need to be conducted to identify growth sectors, e.g., construction, agriculture, services, etc. Success rates of 70% + in securing employment have been reported in some EU countries for this type of targeted training.

[4] This training measure should complement and reinforce the village rebuilding schemes already planned for EU support

b) Career change group – job re-orientation and re-training
Given the sizeable number of ex-soldiers who were formerly employed in industry and who indicate a desire to change profession (72% or 905 ex-soldiers), there is a clear need to establish a specific range of career re-orientation services, including counselling to assist individuals in this group finding their place in the job market. Given that a change in occupational field will very likely be part of the ex-soldier's endeavour, intensive retraining courses in a selected number of fields to meet the overall requirements of this group will be necessary.

One opportunity for the career change group is to establish a pool of project managers which will assist the European Union and other donors in the implementation of their aid programmes. A supply of local expertise to effectively and efficiently manage the massive donor investment will be important. Short, intensive training courses on project management to include project definition, finance, accounting, reporting, foreign languages and project evaluation could absorb a significant number of the ex-KLA group will providing a ready supply of trained staff to meet the needs of the international donor community in Kosovo's regions.

c) Entrepreneur group - business support measures including micro-finance
Experience in other post-conflict countries has demonstrated that economic and social policies must focus on the development of SMEs when seeking to address problems of mass unemployment in situations where negligible demand exists in the formal labour market. With a considerable interest by the ex-soldier group in re-establishing self-employment, a micro-credit finance support mechanism (basic business infrastructure) will be necessary to assist the self-employed and micro-enterprises get off the ground. Flexible entrepreneur training (business plans, general management, marketing etc.) to this small group will facilitate better business practice and overall business sustainability. Under this measure, the following actions could be considered:

- services for existing entrepreneurs (mentoring services, business planning, marketing, support to participate in trade fairs, etc.);
- business start-up courses for new small-scale entrepreneurs;
- co-operative development;
- community enterprise development.

d) Civil service group - training for public administration
The level of interest of ex-combatants, at least on paper, in following a career in the public service is worthy of further investigation. Clearly, with the establishment of the Kosovo administration and knock-on implications for the wider network of municipal authorities, job opportunities will be increased. The interest in working in civil administration is particularly marked by those whom have achieved higher education diplomas or higher.

A small-scale intensive training programme to prepare ex-combatants for working in local or higher civil administration level, including a *fast-track* training scheme to provide management and wider responsibility training could be considered for this group. Clearly, training would need to be geared towards job vacancies and this will require a co-ordination between the various UNMIK authorities to ensure that those ex-combatants trained within this measure are placed in employment immediately upon completion of the course. *Fast Track* candidates would continue to follow training on-the-job and this training measure, although initiated with the ex-combatant group, could be eventually taken on board by the civil administration for wider target groups as it is established.

If a multi-ethnic administration is developed in the future in Kosovo, then one of the lessons learned from Bosnia Herzegovina post-conflict experience is that instead of classroom 'classical' training programmes for public administration, a staff development programme which brings together ex-adversaries to work together on a development common project (e.g. designing a new education and training law) can be a more effective conflict-resolution tool. This may need extra training measures and incentives to ensure commitment of the members of the various ethnic groups which could include:

- exposure to national, regional and local administrations elsewhere in Europe which comprise a multi-ethnic workforce, by way of study visits,
- public administration scholarship schemes in EU Member State schools of public administration, civil service colleges etc.
- other training measures specifically for multi-ethnic workforces: training work place tolerance, conflict management and resolution, team-building etc.

d) Civil Defence Corps

UNMIK plans to establish a civilian emergency force should be cross-referenced with the IOM data on KLA soldiers with further data development as appropriate, with a view to determining to what extent the ex-soldier group could meet the technical and personal skills requirements for a future civil defence corps.

The IOM survey does not refer to any training (social skills, technical skills etc.) which KLA fighters may have acquired during their period of army service (e.g. first aid, managing logistics needs, group work) which would be standard in a standard military environment. On the assumption that KLA in-service training did not exist or was negligible, a range of short-training courses for technical skills (engineering, environmental, social service etc.) may be necessary through university or other service deliverers. Wider skills

requirements to be addressed could include undertaking a demographic analysis, evaluation of disaster sites, development of statistical skills, drawing up relief plans, managing a large scale procurement operation, managing aid effort into a region etc.

Additionally, a wide range of soft skills training will be required and which may not necessarily have featured in KLA training. This would include leadership skills, management training, problem solving, team-work, team-building, confidence building, assertiveness training etc.

Any initial training measures designed to get the Civil Defence Corps operational in the shortest possible time, should be followed up with on-the job training for a civil emergency force.

Central to the entire training plan for a future Civil Defence Corps should be a core group of professional trainers and instructors. This group should comprise the wide range of technical, administrative and personal skills required to effectively tackle emergency situations. Any training plan for the Civil Defence Corps should have as its core a strategic and professional train-the-trainer team which can train, advise and provide technical support to municipalities and the wider Kosovo region. Such a capacity-building feature would be central to the continuing training needs and skills updating required for an effective civil defence operation.

5. Finance and project management

The five employment and training measures identified above would need to be costed out against more defined data (availability, motivation, commitment to training etc.) on the ex-combatant group.

An in-depth labour market analysis in the municipalities and localities where concentrations of ex-KLA are resident will additionally be required to ascertain potential demand vs. supply of labour and cross-referenced to wider training plans which could be established through other initiatives, so as to avoid duplication and maximise use of training resources as appropriate.

Consideration would additionally need to be given to how the project could interface with other programmes where there are possible complementary actions e.g. a wider small business support programme could accommodate the "entrepreneur group" training, advisory and finance credit requirements.

Further investigation and detail is required on the training facilities which would be available in the regions, including budgetary requirements for training infrastructure.

With due respect to the design and delivery of training, including the provision of counselling and support services (each to be administered by local experts trained in advance) a budget of 350 euro per head provides an indicator as to the level of finance required for a basic service. This would call for a budget of 3 million euro approximately.

For the project to be realised, a dialogue with the command structure of the ex-KLA group, local authorities and UNMIK representatives would be required where this draft concept note could be used for discussion purposes and elaborated accordingly. The concept could then be worked up into a strategic plan with fixed period work programmes to ensure timely and effective implementation.

Overall management of the ex-KLA project could be assigned to team of ex-KLA officials, with the necessary core skills (finance management, administration, international languages etc). Nonetheless, the project team should be provided with an intensive and high-quality training on international aid project management and have the services of an experienced technical assistant at least in the first 3 years of operation.

Technical support to the further elaboration of this project could borrow on the resources of the European Training Foundation, the International Organisation for Migration and other technical organisations with specific experience in working with ex-soldiers. The contribution of the various organisations would be a function of the eventual priorities and design of the overall project.

6. Conclusions

Addressing the employment and re-training requirements of the KLA as demobilisation gets underway will be a significant in social, economic and political terms.

Given the considerable visibility and political mileage associated with direct support to the 9,000 ex-combatants, the European Commission may wish to consider taking this project on board. In any event, to ensure coherence to the project and that it should be executed in timely fashion, no more than one donor should ideally be associated with the project. Time and results on the project are important and a multi-donor input to the project is likely to frustrate and timely and effective implementation of the project.

Annex 1. Key data on KLA demobilised soldiers

Table 1. Total KLA soldiers registered for demobilisation by sex

Sex	*n*	%
Male	8,832	98
Female	150	2
Total	*8,982*	*100*

Table 2. Age structure of demobilised soldiers

Age range in years	*n*	%
15 - 19	1089	12.1
20 – 24	3152	35.1
25 – 29	2028	22.6
30 - 39	2010	22.4
40 – 49	575	6.4
50 +	92	1.0
Unknown	36	0.4
Total	*8,982*	*100*

Table 3. Education profiles of demobilised soldiers

Pre-war education / training profile	*n*	%
Incomplete high-school education	2425	27
High school qualification	3323	37
Incomplete vocational training	359	4
Completed vocational schooling	1437	16
Unfinished university studies[5]	988	11
University graduates	359	4
Total	*8892*	*100*

Table 4. Occupational profile before joining KLA

Occupational Status	*n*	%
Unemployed	3234	36
Self-employed (trade, business)	808	9
Employee	1257	14
Public Administration	270	3
Self-employed (agriculture)	1437	16
Education/training	1976	22
Total	*8,982*	*100*

[5] Drop-out and returner figures not distinguishable.

Table 5. Post war first-preference employment

Post war job preference	*n*	%
Military	2784	31
Commerce, banking, transport	1168	13
Health, education	539	6
Construction	898	10
Public service	808	9
Agriculture	180	2
Mining	90	1
Industry	359	4
Unemployed	180	2
Other	1437	16
No reply	539	6
Total	*8982*	*100*

Annex 6

Recommended education and training measures for support in 2000 – 24 months implementation

Measure	Indicative budget in €
➢ **Education**	
School rebuilding and refurbishment	20,000,000
University refurbishment	8,000,000
Capacity building - school management	250,000
Teacher support centres	500,000
Catch up/second chance programmes	250,000
Teacher training recovery programme	100,000
Library ICT Provision	180,000
Sub-total	*29,280,000*
➢ **Labour market and training**	
Review of Institute of Employment, data assembly measures, office technologies	700,000
Training : construction, agriculture, hospitality, administration training ; training infrastructure	1,500,000
Pilot project: municipal technical services	250,000
Pilot project: local economic development	350,000
Sub-total	*2,800,000*
➢ **Management training**	
Utility management programme	240,000
SME training	246,000
Effective business planning	90,000
Capacity building measures	330,000
Sub-total	906,000
Higher education – pre-TEMPUS measures	1,000,000
TOTAL	**33,986,000**

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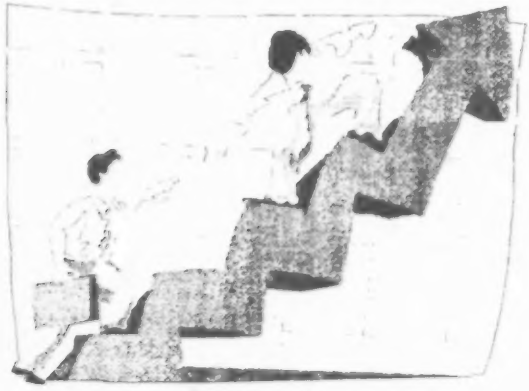
UNMIK Transitional Department of Labour and Social Welfare
Vocational Training Division
New Economics Faculty, Building 66
38000 Pristina. Kosovo.

SUPPORTING THE UNEMPLOYED AND
JOB-SEEKERS IN KOSOVO:
ENHANCING EMPLOYABILITY

A STRATEGY FOR VOCATIONAL TRAINING



capacity-building

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CONTACTS

For further information on the vocational training strategy for Kosovo and vocational training services in general, contact:

Ylber Shabani
Co-head of Vocational Training Division
Transitional Department of Labour and Social Welfare
UN Mission in Kosovo
New Economics Faculty Building (Building 66, Office 4)
38000 Pristina.
Tel: +381 38 504 604 ext 6854
Fax: +381 38 504 604 ext 6861
Email: shabaniy@un.org

or

Danuta Mozdzenska-Mrozek
Co-head of Vocational Training Division
Transitional Department of Labour and Social Welfare
UN Mission in Kosovo
New Economics Faculty Building (Building 66, Office 4)
38000 Pristina.
Tel: +381 38 504 604 ext 6855
Fax: +381 38 504 604 ext 6861
Email: mozdzenska-mrozek@un.org

Danuta Mozdzenska-Mrozek, Ylber Shabani, Anthony Gribben
Vocational Training Division
Transitional Department of Labour and Social Welfare
UN Interim Administration in Kosovo
Building 66
38000 Pristina

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GLOSSARY

DfID	UK Department for International Development
EAR	European Agency for Reconstruction
EBRD	European Bank for Reconstruction and Development
ETF	European Training Foundation
EU	European Union
ICT	Information and communications' technologies
ISO	International Organisation for Standards
KCB	Kosovo Consolidated Budget
TDEST	Transitional Department of Education, Science and Technology
NGO	Non-governmental organization
SME	Small and medium sized enterprise
TDLSW	Transitional Department of Labour and Social Welfare
UNMIK	United Nations Mission in Kosovo
USAID	United States Assistance for International Development
VTC	Vocational Training Centre

SUMMARY

Kosovo faces a number of challenges as it sets out to put its economy back on track after a decade of economic oppression and war that has had severe economic consequences for industrial outputs, agricultural production and infrastructure. And inheriting Europe's worst unemployment scenario provides one of the principal challenges to the UNMIK administration and eventually the new Kosovo government to be established following central level elections in November 2001.

This paper outlines the strategic framework for the vocational training of unemployed and job-seekers set against an employment strategy established by the Transitional Department of Labour and Social Welfare. The central aim of the training strategy is *capacity building* of the vocational training services while ensuring a training provision to meet immediate and urgent needs. It borrows on the principles and operations of the 'employability' pillar of European Union's employment strategy.

The strategy comprises 6 core areas each highlighting a number of key tasks/targets to be addressed. The core areas are:

- establishment and operationalisation of a network of adult training centres;
- partnership building and cooperation with non-statutory training providers;
- staff development measures for vocational services employees;
- introduction of a vocational guidance service;
- promoting equity in skills' development;
- inclusion of social partners in vocational training developments.

The strategy is purposely simple and flexible to allow for revisions, as appropriate, given possible changes associated with institutional, political, economic or financial support framework. It will be accompanied by an annual work programme to ensure implementation of the strategy to which all levels of the employment and training service, including relevant partners and stakeholders, will be engaged.

The strategy covers the period 2002-2003.

1. INTRODUCTION

The paper identifies a number of strategic lines for the development and promotion of vocational training set against the TDLSW wider strategy and plans for employment development in Kosovo.

The thrust of the strategy is primarily *capacity-building* - empowering the people, partners and officials directly engaged in manpower developments in Kosovo. In so doing, the strategy borrows particularly on the principle and concept of *employability* as a primary pillar within the EU's employment strategy and towards which Kosovo will be required to evolve given the signals provided by the EU regarding integration of the countries of South Eastern Europe into EU structures[1].

That a Kosovo government is not in place at the time of writing and release of this paper, should not affect the spirit and objective of the strategy or its implementation.

The strategy is intentionally simple and straightforward given the early phase of vocational training development (structures, policy frameworks and provision). It is also intended to be flexible to accommodate changes or developments (institutional, economic, political, financial) which could evolve and directly impact on the labour market and vocational training environment.

The strategy provides a priority framework against which an annual operational plan will be drawn up, defining measures to be implemented - ensuring realisation of the strategy. It has a two-year time frame with pointers as to what are the key issues over the longer-term.

2. OBJECTIVE

The objective of the this paper to define a two year strategic plan (2002-2003) for the development of vocational training for the adult unemployed and job seekers in Kosovo.

3. CONTEXT

With an estimated unemployment rate of 50%[2], a key challenge for the UNMIK administration (and to be carried forward to a Kosovo government in 2002) and economic operators in Kosovo is to establish the necessary support framework to promote enterprise creation, competitiveness and employment. This will involve the establishment of policies, structures and measures to ensure sustainable growth, skilled manpower and employment. A number of steps have already been taken in this regard.

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1 Feira European Council, June 2000.

2 Estimated unemployment rate (February 2002), UNMIK Transitional Department of Labour and Social Welfare.

Firstly, a regulatory framework for private sector development is now in place with particular emphasis being given to SME support structures where there is greatest employment potential. This is backed up with a wide range of financial support instruments to underpin the private sector development policies, in particular technical assistance and capacity building measures for SME development, supportive banking services and credit facilities [3].

Secondly, labour legislation has been introduced. This is essential in the bid to stimulate both domestic and foreign investment that will be crucial to economic turn-around, job creation and sustainable employment. Further, the decentralisation of administrative and financial responsibility for vocational training to regional level will allow for better connections to be established between the training centres, employment and education services, local employers and civic communities.

Thirdly, a network of 7 adult training centres have been established across the Kosovo regions. These target job seekers and adult unemployed and provide training on a number of areas in response to labour market signals. The centres have been supported by bi-lateral funds but the medium term perspective is that these centres will be incorporated within the government's employment and training services.

Additionally, UNMIK education services have made a concerted effort to re-establish a vocational education provision within the school system. Emphasis has been placed on curriculum development and teacher training. Both the labour and education services of the UNMIK administration cooperate to ensure coherence and synergies in vocational training developments and services.

Finally, a number of quick-start initiatives have been taken by international and resident NGOs, to promote employment and enhance skills' required by the post-war economy. These have been driven, for the most part, by short-term, emergency considerations with little support for policies or measures to address the medium-to-longer term requirements for sustainable employment and manpower considerations of a new economy. The shift from emergency to development planning by the UNMIK administration will require a closer dialogue with the NGO partners, particularly in respect of vocational training provision, to ensure coherence and confidence of the Kosovo community, employers and wider business environment.

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3 Support for SME institutional support services and SME credits is provided by a range of organisations including the EAR for Reconstruction, EBRD, World Bank, USAID, UK DfID and a range of non-governmental organisations.

4. EMPLOYMENT STRATEGY

Regulation No 2000/24 charges the labour administration with the formulation and implementation of policy aimed at supporting the unemployed by way of active employment policy measures such as job mediation, job creation, vocational training and re-training and small business development.[4] In response to these requirements, The UNMIK Transitional Department of Labour and Social Welfare has elaborated a Strategy for Employment and Labour Force Development whose ultimate aim is to achieve greater participation of the Kosovo population in the labour market. The necessary conditions for the increase of employment rate are both the creation of new jobs and implementation of policies encouraging people to economic activity.

A critical requirement will be to raise the standards and market relevance of skills and wider human resources qualification potential.

This main objective of the strategy for employment will be achieved through the following measures:

- improvement of employability through development of human resources;
- closer cooperation between enterprise development, labour market support and vocational training;
- improvement of employees' adaptability to changing market conditions including in-company human resource plans;
- reinforcement of equal opportunities policy in the labor market with particular reference to minority and gender concerns.

The measures borrow on the core pillars of the EU's employment strategy. They are closely inter-related and create a coherent framework for social and economic development in Kosovo where employability and employment are the major objectives.

The key target groups of the employment strategy are:

- semi-skilled and unskilled unemployed and particularly long-term unemployed;
- young unemployed (16–25 years), particularly youth requiring special support due to school drop-out;
- minorities with constraints to free movement as a consequence of the security situation;
- unemployed women who constitute almost 50% of the total number of unemployed;
- people with special needs (disabled, learning difficulties).
- enterprise employees where redundancy is a high risk.

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[4] Regulation No 2000/24, Sec.2 para.2.2 c. The UNMIK Department of Labour shall also supervise the activity of Kosovo Office of Employment and its local affiliate employment offices and training institutions (sec.2 para 2.2 d).

A particular concern for the labour authorities is the pending issue of restructuring of Kosovo's enterprises and implications of workers. Training and re-training of those retained in industry and those made redundant will make a significant demand on the unemployment and training services. Further, knowledge and skills required to meet the demands of a growing service sector will require special consideration for skills to meet the requirements of the new economy.

5. VOCATIONAL TRAINING SERVICES

Vocational training is considered by the Transitional Department of Labour and Social Welfare as a core instrument of the employment services in promoting employability. Training delivered through a network of 7 training centres is complimented by other active employment measures provided by the Department and its network of employment offices: employment information, job placement and vocational counselling.

Training is provided to the unemployed and job seekers who have passed compulsory school age.

Effectiveness of training courses for the unemployed and job seekers depends on the proper identification of the local labour market needs to ensure that training curricula meets the requirements of employers. Given that labour market needs will change in the medium to long term and will continue to evolve in line with market trends, a systematic labour market monitoring system, involving the local employment offices in close interface with local employers will be an essential feature in training policy, design and delivery.

This inter-relationship between labour market monitoring, training, job counselling and placement calls for a close cooperation between the employment and training services and its key partners. The key partners are: employers, employees organisations, municipal authorities, civic organisations, private training providers and the education authorities[5]. This cooperation between the partners will be a keystone to Kosovo's strategy in promoting employment and quality skills of its workforce.

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[5] The Transitional Department of Labour and Social Welfare has established a memorandum of understanding with the Transitional Department of Education, Science and Technology. This defines cooperation between the Departments on vocational training provision and facilities.

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6. CONSTRAINTS

A number of limitations presently exist and will need to be addressed in order to ensure that an effective adult training service is in place to meet Kosovo's employment and skills' requirements.

Firstly, demand for services outweighs provision available, in particular for those unemployed and job seekers who are unskilled (54%) or semi-skilled (6%)[6].

Secondly, training structures, personnel and infrastructure, both public and private, are not sufficient to ensure quality services for adult unemployed and job-seekers.

Thirdly, data on labor market qualifications needs at local, regional and central level is unreliable and requires significant support to allow for policy development and targeted measures to meet evolving demand associated with economic change in Kosovo.

Fourthly, the physical conditions of local employment services, staff competencies and materials resources, including vocational services and staff within the employment offices, are below a standard to allow for a normal functioning service.

Finally, and related to quality and availability of resources (infrastructure, human) is the financial constraint within the Kosovo Consolidated Budget (KCB) to foot the bill to address the existing constraints, at least in the short-to-medium term.

7. ADULT TRAINING - STRATEGIC OBJECTIVES

Set against the various institutional, material, human and financial constraints, the Transitional Department of Labour and Social Welfare, has prioritised a number of development objectives:

- ***training centre network***: establishment of a stable network of vocational training centres anchored in the network of employment offices;
- ***cooperation***: development of stable mechanisms and forms of co-operation with and between training providers, particularly in the NGO community to ensure compatibility between their training offers and labor market demand and promote a coherent structure for quality and recognition of qualifications;
- ***capacity-building***: creation of a stable structure of employment offices staff dealing with vocational training issues, including capacity building of all vocational service staff: regional vocational training coordinators, local training and vocational guidance advisors;

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[6] Labour market developments in Kosovo. Kosovo Office of Employment. Transitional Department of Labour and Social Welfare. February 2002. p.3.

- ***vocational guidance***: introduction and development of a vocational guidance service within the employment offices system with the necessary linkages to partners in the world of work;
- ***equity***: economic and social inclusion is central to the strategy's objective. Assuring access to training and jobs for all communities in Kosovo requires further reflection, including a shift from policy and measures which reinforce ghettoisation of minority groups (community-specific projects) to addressing longer-term, cross community cooperation on employment and skills; gender issues will continue to feature in monitoring, reporting and training access;
- ***social partnership***: development of co-operation with social partners on central, regional and local level in order to achieve the higher effectiveness of training courses delivered by different training providers, including linkages within South Eastern Europe region, European Union and wider international environment.

Each objective borrows on principles and approaches for development and sustainability of modern vocational training systems within market developed economies and in particular the European Union, towards which Kosovo will be expected to evolve in line with the Stabilisation and Association process being established between the countries of the South Eastern Europe and EU[7].

The vocational training strategy will be operationalised within an annual work programme with clearly identifiable and measurable outputs. For the purposes of this strategy paper, each of the priority areas are considered in terms of immediate term (24 months) concerns and measures with perspectives/pointers up to 5 years which will be a function of political stability, success in the economic transition process and capacity of the structures to support the reform effort in administrative and financial terms.

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7 EU Summit. Zagreb. 24 November 2000

8. VOCATIONAL TRAINING CENTRE NETWORK

The key priority for the TDLSW vocational training division is to reinforce and ensure sustainability of the fledgling network of adult vocational training centres (VTCs) to ensure an availability of training to meet skills requirements of the local economies. The network, comprising 7 training centres, has been established with the support of Italian and Danish bi-lateral funds[8].

Short-medium term (2002-2003) objectives

- ***sustainability of training centre network***: phasing in of network of 7 vocational training centres within the Department's administrative, management and financial framework (employment offices) with gradual disengagement of donors;
- ***capacity building***: training of trainers employed at the centres (delivery in Kosovo, regional, international training) for specific training courses; development of curricula borrowing on best practice, knowledge and tried-and-tested methodology (e.g. modules of employable skills);
- ***target groups***: formulation of selection criteria and delivery process (appraisal, testing, job-counselling, placement, follow-up) for young unemployed, long-term unemployed, minorities, refugee returnees and ex-combatants;
- ***delivery***: development and delivery of at least 4 training courses within each vocational training centre;
- ***extension***: opportunities to widen the training centre network will be explored with donors with particular reference to training delivery in minority districts;
- ***interim certification***: creation of a formal but interim certification system of certification for adult training provision, in cooperation with the TDEST to ensure standards, quality control and recognition.

Longer term perspective

- creation of a demand-driven occupational classification system in cooperation with partners from the region;
- develop data collection and labour market research on the links between labor market and qualification needs, especially at regional and local level;
- to launch a mechanism of flexible circulation of curricula, training staff and equipment/mobile training around the network of VTCs;
- develop training courses according to the changeable labor market needs.

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[8] Adult training centres are located at Mitrovica South, Gjilan, Gjakova, Ferizaj, Peja, Prizren, Pristina.

7. COOPERATION AND PARTNERSHIP

A significant number of training providers started up operations in Kosovo after the cessation of conflict in 1999. These were primarily international NGOs and latterly local NGOs and private training providers. Now shifting from emergency to development strategy, the Transitional Department of Labour and Social Welfare has a number of concerns regarding non-statutory training provision for the unemployed and job-seekers, in particular:

- quality of training being delivered;
- relevance and applicability of training vis-à-vis real labour market needs;
- general public, and particularly, employer confidence in content and standards of training delivered;
- how training will be certified and recognised.

Short-medium term (2002-2003) objectives:

- ***dialogue and partnership***: dialogue and development of inter-departmental plan with vocational education services of Transitional Department of Education, Science and Technology (TDEST) to determine common strategy and mechanisms for cooperation and partnership with non-statutory vocational training provision;
- ***intelligence build-up***: mapping and registration of all significant vocational training providers operational in Kosovo, including the establishment and maintenance of live database for information and monitoring purposes;
- ***consultation framework***: establishment of local training councils consisting of key stakeholders in vocational education and training area (education and training authorities, training providers, social partners, civic interest groups) with clear terms of reference to ensure coherence of non-statutory training provision with local labour market requirements, interface with statutory services (education, training, employment support services) to guard against duplication of resources and effort;
- ***guiding principles***: development of guidelines for non-statutory vocational training providers with the objective of counteracting deregulation of local labour market by over-supply of occupational specific skills.

Longer-term perspective

- establishment of a professional certification system in cooperation with the TDEST for vocational education and training based on a Kosovo classification and vocational standards set against regional and international norms e.g. ISO 9000.

10. STATUTORY VOCATIONAL STAFF: CAPACITY BUILDING

A key priority for the TDLSW is to develop the knowledge and skills of the staff directly contributing to vocational training services. The primary target groups will be those staff working at the coalface: a) regional vocational training coordinators and vocational trainers, b) local training advisors and vocational guidance advisors located in the municipal employment offices.

However, the planning for training of statutory staff involved in vocational training provision and support services will include the awareness raising and training needs of the key counterparts to the vocational training process in order to have real value. Hence, inclusion of key stakeholders as counterparts to a modern vocational training service will be imperative.

Improving the effectiveness of the training of unemployed and job seekers leading to the enhancement of their employability constitutes the primary task recommended by TDLSW to the employment offices. It is also essential to instruct and encourage training providers to improve the quality of their training courses. These goals should be implemented through vocational training service staff (regional VTCs, vocational training advisors) and counterpart stakeholders established as teams addressing a number of core functions:

- development and programming of vocational training for unemployed and job seekers;
- curriculum design, training and re-training of instructors based on solid labour market signals;
- selection of candidates from pre-defined client groups for training programmes, training process and follow-up;
- liaison, planning and coordination on training with employers vis-à-vis training of unemployed and job seekers[9].

Short-medium term (2002-2003) objectives

The primary staff capacity building issues to be addressed in the immediate term are as follows:

- Creation of special teams of vocational training organizers located within the employment services on two levels:
  - *regional level*: 7 Vocational Training Coordinators (one per Regional Employment Office) and trainers delivering training courses for unemployed and job seekers within the regional adult training centres.
  - *local level*: 22 Employment and Training Advisors (one officer per Municipal Employment Office) responsible for identification of training institutions/agencies and selection of unemployed for training courses.
- fast-track training on key concepts and issues of labour market and training issues within market economies and in particular employment and qualification needs' data collection, categorisation, analysis and reporting[10];

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[9] Support well also be provided for re-training/upgrading of skills of those already employed but constraints on finances and priority given to primary target groups.

- regular and systematic training by way of workshops, exposure visits, information events will additionally support job mediation and training courses assuming availability of donor funds;
- monitoring and evaluation of effectiveness of training courses and impact on employment rates.

Longer term perspective

- the staff complement within the municipal employment offices dealing with vocational training will increase from 22 to 44 employees (5 years). Staff preparation and training both at local and regional level to ensure knowledge and skills required for operations;
- establishment of a stable mechanism of co-operation between employment offices, employers and training providers through supply-demand side stakeholder meetings, training courses exchange and regional and local councils of employment and training.

11. VOCATIONAL GUIDANCE SERVICE

To ensure vocational training and training courses for the unemployed and job seekers are well adapted to market demands it is necessary to operate an efficient and relevant vocational guidance system. The TDLSW will seek in its work to develop vocational guidance through the network of employment offices for the unemployed and those at risk of unemployment. This will be of particular significance given the context of restructuring and privatisation of socially owned enterprises.

What is particularly called for is the professional support of vocational advisors in counselling and guidance of the jobless and those facing redundancy vis-à-vis retraining opportunities, adult education options and existing and upcoming job market vacancies and requirements to close the gap between existing skills, skills required and employment vacancies.

The introduction of a vocational guidance system requires a special effort to create a group of specialists with the necessary professional skills and tools indispensable for delivering vocational counselling to unemployed and job seekers. The establishment of a vocational guidance system may be conceived across two phases:

Short-medium term (2002-2003) objectives

- creation of specialist team of vocational counsellors within the network of 29 regional and municipal employment offices;
- intensive training of vocational counsellors by national and international experts (training courses should be of both short duration and more strategic knowledge and skills development over the medium to long term);

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10 Pilot action supported by ETF.

- equipping employment offices with the necessary tools, testing materials and information required for the administration and delivery of a modern vocational guidance system.

Longer-term perspective

- Based on field work experience and exposure of systems and methods of vocational guidance from the region, EU and wider international environment, adoption of a professional vocational guidance framework for Kosovo;
- creation of Vocational Guidance and Information Centres network anchored in the network of employment offices;
- full implementation of vocational guidance methods for individual and group vocational counselling;
- establishment of occupational profiles and a Kosovo-based classification of vocations;
- preparation and dissemination of vocational guidance and information through Vocational Guidance and Information Centres and education system.

12. EQUITY ISSUES

Minorities, majorities and jobs

A critical issue for Kosovo is ensuring equal access to employment and training for minority communities. TDLSW has a policy to provide equal rights and services (unemployment registration, job counselling and training) to Kosovo Albanians and non-Albanians, notably Serbians, who are in a more vulnerable position in the labour market because of security and freedom of movement concerns[11].

Special efforts have been made by the training services to meet demand for vocational training by Serbian communities, particularly[12]. However, real impact has been extremely localised and a continuation of community-specific projects runs the risk of institutionalising division and segregation. Efforts are now needed to address a longer-term perspective of cross-community building where employment and skills' development are a feature in promoting tolerance and co-existence.

The intention of the TDLSW is to examine the feasibility of *projects of mutual advantage* where employment creation and manpower developments are the over-riding objective for the various parties signing up to an initiative. The Department proposes to dialogue with donors regarding the establishment of at least two, high profile employment/skills' development projects where inter-community cooperation will be a central and conditional feature.

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11 Equal access issues for workers are covered by UNMIK Regulation No2001/27 on Essential Labour Law in Kosovo (8 October 2001).

12 For example, Gjilan Regional Training Centre is considering establishing a 'satellite unit' in the Serbian enclave of Strpce while negotiations have been concluded with the municipal administration of North Mitrovica (focus of community division and regular flash-point) on opening a new adult training provision.

Given that security remains a barrier to an effective cooperation project, the department proposes to develop a cross-community information and communications' technologies (ICT) skills development forum where common planning, decision-making, communications and cooperation will be virtual, backed up with well-planned cooperation exercises held outside of Kosovo (possibly host countries of donor organisations)[13].

The projects will be incentives-driven. ICT skills' investment in participating communities, coupled with an international framework to the projects, will go some way to engaging interest. The projects will be selected following an open and transparent competition. Preparatory technical assistance funding will be made available to all interested parties in developing project proposals and finding partners, in association with other stakeholders promoting tolerance building in Kosovo.

The odds of success may not be as high as with standard skills' development projects but should there be some commitment on the Kosovar side to try, the authorities and donors should back it.

Gender

To promote a better integration of women into jobs, TDLSW has introduced specific training courses for women in 3 regions (Pristina, Peja and Prizren). More effort will be needed to fully address women's access to jobs (training, vocational guidance/counselling, awareness raising amongst employers) but regular reporting by the local employment offices on their activities on gender (and minority) issues will establish baseline data/indicators as to how gender employment/training concerns can be more effectively addressed.

Special Needs

A Working Group on Employment and Training of Disabled has been established by the TDLSW. Its task is to develop a comprehensive policy framework for people with special needs. Key objectives are:

- define the terminology according to international terms and definitions used and accepted by people with special needs and wider society;
- prepare classification of people with special needs and criteria for assessing their ability to work;
- develop recommendations for respective institutions responsible for enhancement of the employability of people with special needs.

A wider 'disability' task force has called for legislation to be introduced to ensure equal access to training and jobs for people with special needs, in line with special provisions already existing for to promote equal opportunities for minorities and women.

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13 Experience and technical cooperation with projects in other post-conflict countries addressing employment and skills' development will be examined.

13. SOCIAL PARTNERS AND VOCATIONAL TRAINING

Social partner involvement in the development of vocational training is weak. Employers' organisations, apart from the Chamber of Commerce, do not exist while interest of employers in vocational training is bare. Given that private sector development is still very much in a primary phase with a vibrant SME community, energy here is concentrated on keeping the businesses running. Engaging the SMEs as a group into dialogue on labour market and training developments will take time.

Secondly, the trade union movement is extremely weak and will require significant capacity building to assume the functions of effective partner in the labour market and vocational training reform effort.

Consequently, until the structures and organisation of the social partners are sufficiently established and financial and technical resources are available to assist with capacity building of the partners, efforts to develop awareness and contribution of the social partners to vocational training reform and modernisation will be very primary and project oriented.

Short-medium term (2002-2003) objectives

- co-operation with external training providers on the regional and local level;
- development of the cooperation on training developments at local level;
- joint discussions with Transitional Department of Trade and Industry and enterprise representatives (managers, workers councils) regarding implications of enterprise restructuring for labour market, including re-training implications for workers within the enterprises as well as those facing unemployment.

Longer-term perspective

- co-operation with education authorities (Education Boards within Regional and Municipal Administration), school and civic interest organisations on training developments and provision;
- monitoring and evaluation of training provision to include the assessment of training by social partners
- monitoring and advice to Tri-partite Council on employment and skills' development agenda as part of wider social dialogue framework.

14. FROM STRATEGY TO IMPLEMENTATION

The training strategy will be realised by way of a series of operational measures for each of the six core areas.

An annual work programme detailing the operations to be carried out for the two-duration of the strategy will be developed and measures implemented. Progress on the realisation of the strategy will be assessed after the first year and the strategy revised according to progress or constraints, as appropriate. This will be followed by the second annual work programme. A new strategy building on the achievements from 2002/2003 will be elaborated in 2004 for a pre-defined period.

15. CONCLUSION

With the worst unemployment record in Europe and a static economy, getting Kosovo back to work is a serious challenge for UNMIK and for a Kosovo government when in place. While efforts are being made to kick-start the economy ensuring that the necessary skills are available to support employers' requirements is a primary concern of the Kosovo labour authorities.

This vocational training strategy is drawn up for a 2 year period only (2002-2003) to enable the relevant services and partners engaged in the reform process to set realistic objectives to enhance employability in Kosovo set against an uncertain political, institutional and economic environment.

The strategy is essentially one of primary institution building. The task is to put in place structures that will support the training system, including the people who will administer and deliver the training. And, as with most other developments in Kosovo, the strategy will rely on the good will and support of local stakeholders and international community to see through the various measures that will be conditional upon financial inputs, particularly.

The strategy recognises the need for linkages, cooperation and partnership with the key stakeholders to vocational training and engages the partners into the early days of vocational training development. And it puts the employment and training needs of minority communities centre-stage giving full recognition to cross-community building while ensuring that other key target groups are held in focus – youth, long-term unemployed, women and people with special needs.

To sum up the strategy is inclusive. The expectation of the TLDSW is to establish a basis for sound cooperation and joint effort amongst the key stakeholders in the long term to promote sustainable employment, skills and economic competitiveness in a Kosovo where all citizens and communities stand to gain.

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